# DOCUMENT RESUME

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ABSTRACT

This kit provides materials that teach about Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), sexually transmitted diseases (STDs), and pregnancy using group instructional methodology to actively engage students in the learning process. Using cooperative learning materials and videotape recordings, the program stresses abstinence as the only sure way to prevent STDs and teaches awareness of the consequences of risky behavior and how to avoid it. Each cooperative learning program kit contains videotapes that serve to stimulate discussion, educate students about STDs, and model appropriate behaviors. The tapes feature two versions of an AIDS prevention video--one discussing condom use and one without the condom explanation, a tape in which a teenager learns what it means to have gonorrhea, and a teacher training video that serves as a leader's guide for training teachers to use the materials effectively. The kits also include four team packs ("Watch Yourself", "This Can't Happen To Me", "Courting Trouble", "Once is Enough"), consisting of booklets to be coordinated with the tapes, that guide students as they work together in small groups; and instructions and STD information for teachers. With the teacher acting as facilitator, students use role play and teach each other about sexually transmitted diseases. (LL)

***********************************************************************
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**Is Anything You Are Teaching More Important Than Saving Lives?**

ED 363 581

Attn: BIOLOGY, HEALTH/SEX EDUCATION/HOME
ECONOMICS DEPARTMENT HEADS

# TEAM PACKS

## Addressing Human Sexuality Issues

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

# AIDS EDUCATION THROUGH COOPERATIVE LEARNING!

SP034691

***Announcing easy to use materials to effectively teach about AIDS, Sexually Transmitted Diseases and Pregnancy--for only $98.***

***•The Team Pack Program uses group instructional methodology to actively engage your students in the learning process, and provide you with a powerful way to change behavior.***

# All For
# $98
# Per Kit

These group exercises are:

- Proven Effective - An independent study of alternative approaches to teaching AIDS found "Clearly, the outcome is that the role-playing [Team Packs and video] changes reported behavior." (American Medical Association News, 3/16/92)
- Affordable - We are a non-profit group of physicians and educators who believe that since AIDS is incurable, the answer to this problem is through teachers and education. We have kept the price of our materials as low as possible. Four sets of group exercises, which can be reproduced for your whole school, and three videos are included.
- Liked by Teachers - 99% of teachers who used the program stated that the activity was very worthwhile.
- Supported by Parents - Despite the controversial topics, there have been over 50,000 student uses of these materials and parents have been very supportive.

IF YOU ARE NOT CONVINCED OF THE VALUE OF THESE MATERIALS, WE WILL GIVE YOU A FULL REFUND.

**Is Anything You Are Teaching More Important Than Saving Lives?**

**In Eight Class Periods**
**You Can Change**
**Your Students' Lives.**
***Guaranteed!***

## Cooperative Learning **Team Pack** Program

Using this nationally recognized program teachers act as facilitators, while students teach each other about AIDS and other sexually transmitted diseases through discussions and role play. Using innovative cooperative learning materials and videos, this program has been proven to increase knowledge and change reported behavior in teenagers.

The **Team Pack** Program stresses abstinence as the only sure way to prevent sexually transmitted diseases like AIDS, but recognizes the statistics that prove that many teens are sexually active. The **Team Pack** Program also teaches awareness of the consequences of risky behavior and how to avoid it.

**Team Packs** were developed by physicians and educators at the University of Florida's Center for Cooperative Learning a nonprofit organization.

**Team Packs** were used by Gainesville High School, through the efforts of its PTSA, the national winner of the 1987-88 national PTA AIDS education award.

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# TEAM PACKS

## Addressing Human Sexuality Issues

### Each Cooperative Learning Program Kit Contains:

**3 Videos**

2 Student Videos - serve as trigger films to stimulate discussion, educate students about sexually transmitted diseases, and model appropriate behavior.

- AIDS: A gripping 15-minute video featuring a teenager who contracts **HIV** and must break the news to his girl friend. Two versions of this feature are provided on the video, one discussing condom use and one without the condom explanation.
- GONORRHEA: In this 10-minute video, a teenager learns what it means to have gonorrhea.

1 Teacher Training Video: Serves as a leader's guide to train teachers on how to use the **Team Packs** and video effectively.

**4 Team Packs**

Printed student booklets that guide students as they work together, in groups of four, to learn medical facts. Then, with you as the facilitator, students use role play and teach each other about sexually transmitted diseases. Each **Team Pack** takes one to two class hours and focuses on a specific issue:

- AIDS - This is an abstinence-based role play scenario that can be paired effectively with the AIDs video
- Gonorrhea - May be used with the Gonorrhea video, and also includes information on chlamydia and other STDs.
- Herpes - Includes information on syphilis and other important STDs.
- Pregnancy - Includes information that is also appropriate for middle school.

You will also receive a Teacher Instructions Manual for each **Team Pack** that includes the comprehensive medical information you will need to answer questions, as well as post test questions and answers.

## This Cooperative Learning Team Pack Program will:

- Show you and your students the value of cooperative learning.
- Increase students' knowledge about pregnancy and sexually transmitted diseases, including AIDS, Gonorrhea and Herpes.
- Change student behavior by:
  - developing cooperative learning skills through working together and teaching each other
  - decreasing behaviors that lead to adolescent pregnancy and STDs, including AIDS
  - prolonging abstinence
- Enable even large classes to have small group discussions on important topics relevant to teens.

Why are Team Pack kits so inexpensive?

Our goal is to help you reduce pregnancy and STDs in your students.

**The answer to AIDS prevention**
lies not with doctors and medicine
but with **teachers and education.**

Number of **Cooperative Learning** TEAM PACKS **for Human Sexuality** kits: ☐ X $98 =$ ________

Check or PO to : University of Florida, Center for Cooperative Learning
5700 SW 34th Street, Suite 323, Gainesville, FL 32608
904-392-3858 FAX 904 392 8822

**Includes postage/handling**
**Thirty-day money-back guarantee.**
**Components not sold separately.**

We appreciate your participation in this very important health program for adolescents.

***Please fill in shipping label and mail to us.***

Ship To: ______________________________
Title: ______________________________
School: ______________________________
Street: ______________________________
City, ST Zip: ______________________________
Phone: (____)______________________
FAX #: (____)______________________

TEAM PACKS
Addressing Human Sexuality Issues

Whether you are ordering the program kit or not, we would welcome your comments and help with this very important health program for teens.

____ Check here if you would like to be on our mailing list

## Suggested Procedures for Using Team Packs

1. View the 2-part video
   a. Cooperative Learning (15 minutes) and
   b. Teaching Tips for Dysfunctional groups (12 minutes)

2. Review teacher manuals (formats are similar for all 4 but content obviously differs)

3. Suggested sequence of the 7-8 class periods:

   a. Pregnancy (1 or 2 periods)
   b. Gonorrhea (2 periods)
   c. Herpes (2 periods)
   d. AIDS (2 periods)

   If you have fewer than 8 class periods for this critical subject, we recommend the following priority:
      AIDS
      Pregnancy
      Gonorrhea
      Herpes

4. When your students have finished each **Team Pack**, while it's fresh in your mind, please return the completed copy of the evaluation form at end of each teacher's manual.

# Printing Instructions for CCL **Herpes Team Packs**

We realize that teachers who reproduce **Team Packs** themselves may have access only to white copy paper. If you have a school printshop, however, using colored paper per the following instructions should be no problem and will give you the advantage of color-coded student booklets. (Sending the sample booklets along with the printshop order may be helpful.) Remember that one **Team Pack** serves a team of four students in calculating your order, and to specify whether you wish them packaged as class sets as described below. One Teacher Instruction manual for each teacher using the materials may be sufficient rather than one in every class set.

| | | | |
|---|---|---|---|
| **Herpes Teacher Instructions manual** | | Staple once in top left corner. | |
| - Cover through p. 4 red | | | |
| - Cover | 1 sided | pp .1-4 | 2-sided |
| - pp. 5-10 pink | | | |
| | | pp. 5-10 | 2-sided |
| - pp. 11-15a | white | | |
| - p. 11-14 | 1 side only | pp. 15-15a | 2 sided |
| **Herpes Student Team Pack booklets:** | | | |
| Chris- print on pastel green | | | |
| cover | 1 side only | pp. 1-6 | 2 sided |
| p. 7, namecard sheet | 1 side only | | |
| Dan- print on pastel blue | | | |
| cover | 1 side only | pp. 1-8 | 2 sided |
| namecard sheet | 1 side only | | |
| Jane- print on pastel pink | | | |
| cover | 1 side only | pp. 1-6 | 2 sided |
| p. 7, namecard sheet | 1 side only | | |
| Jim- print on pastel yellow | | | |
| cover | 1 side only | pp. 1-8 | 2 sided |
| namecard sheet | 1 side only | | |

Each student booklet should be stapled twice in left margin and collated into **Team Packs** (1 of each student booklet), which may then be packaged in class sets--10 **Team Packs** + one Teacher Instruction manual--in a 10X13 envelope for ease in handling (and distribution to teachers if printed centrally). Outside of envelope should be printed or labelled with the words: "Herpes **Team Packs**".

**THESE MATERIALS ARE COPYRIGHTED BY THE CENTER FOR COOPERATIVE LEARNING AND MAY BE DUPLICATED ONLY FOR NONPROFIT EDUCATIONAL USE WITH ADOLESCENTS IN PURCHASING SCHOOL DISTRICT. CALL (904) 392-3858 FOR FURTHER INFORMATION.**

**Center for Cooperative Learning**
**Materials Order Form for Florida Teachers**
**5700 SW 34th Street, Suite 323**
**Gainesville, FL 32608**
**Phone: 904 392 3858 FAX 392 8822**

**PLEASE PROVIDE THE INFORMATION REQUESTED BELOW. WE ARE *REQUIRED* TO SUBMIT THIS DATA TO THE STATE TO ENABLE US TO CONTINUE TO PROVIDE THESE MATERIALS TO YOU AT NO COST. WE APPRECIATE YOUR HELP.**

Florida County: ____________________
School/Other site of intended use ______________________________
for use in ____________ class (LMS, Biology, etc.)for _____ students (please estimate number)

If these materials are to be used with other types of classes or in other settings, please describe on the back:

**VIDEOTAPES:** **PLEASE LIMIT TO ONE PER SCHOOL IF POSSIBLE** (Please allow 3 weeks for delivery)

| ITEM # | | QUANTITY | ITEM # | | QUANTITY |
|---|---|---|---|---|---|
| 900V | AIDS VT- "It Can't Happen To Me"<br>**short** version without condom use segment; teacher manual enclosed | ___ | 920V | AIDS VT -"It Can't Happen To Me"<br>**long** version with condom use segment; teacher manual enclosed. | ___ |
| 940V | GONORRHEA VT - "Courting Trouble"<br>teacher manual enclosed | ___ | 960V | TEACHER TRAINING VT -<br>Cooperative learning and teaching tips for dysfunctional groups. | ___ |

**TEAM PACKS:** **ORDER ONE CLASS SET FOR EVERY 40 PARTICIPANTS** (Please allow 3 weeks for delivery)

| ITEM # | TEAM PACK | QUANTITY | ITEM # | TEAM PACK | QUANTITY |
|---|---|---|---|---|---|
| 500A | AIDS CLASS SET (1 for every 40 students)<br>With teacher manual | ___ | 540H | HERPES CLASS SET (1 for every 40 students)<br>With teacher manual | ___ |
| * 500AC | AIDS CWC/printing instructions<br>Camera-ready copy for AIDS team packs and teacher manual | ___ | * 540HC | HERPES CWC/printing instructions<br>Camera-ready copy for Herpes team packs and teacher manual | ___ |
| 520G | GONORRHEA CLASS SET (1 for every 40 students)<br>With teacher manual | ___ | 560P | PREGNANCY CLASS SET(1 for every 40 students)<br>With teacher manual | ___ |
| * 520GC | GONORRHEA CWC/printing instructions<br>Camera-ready copy for Gonorrhea team packs and teacher manual | ___ | * 560PC | PREGNANCY CWC/printing instructions<br>Camera-ready copy for Pregnancy team packs and teacher manual | ___ |
| 580S | SAMPLE PACK<br>One Pregnancy, Gonorrhea, Herpes, and AIDS Team Pack, each with teacher manual | | | | ___ |

*For schools/counties which have their own printing operations and/or funds to have **Team Packs** printed commercially, the Center offers clean white copy (CWC) sets for reproduction purposes. Each CWC set comes with a sample pack and printing instructions. School systems which are willing to print their own **Team Packs** allow the Center to provide stock for those systems which do not have that capability, thereby reaching more students. If you are not able to have **Team Packs** printed by your school or system, we are pleased to fill your order with the regular class sets as long as our supply lasts.

**Thank you for your important work in**
**prevention of pregnancy and sexually transmitted diseases in Florida's adolescents.**

***Please fill in shipping label, tri-fold so address on other side shows, and mail to us.***

Ship To: ______________________________
Title: ______________________________
School: ______________________________
Street Address: ______________________________
City, ST, Zip: ______________________________
Phone: ________ (     ) ________________
FAX #: ________ (     ) ________________

**Center Staff use only:**
SHIP VIA (CIRCLE METHOD)
UPS GROUND
US MAIL BY CCL
Other: ____________________
Date Rec'd. ____/____/____
Date Order Out ____/____/____
Order #/ Invoice #: ____________________

10/92

If materials are used with other than regular high school/middle school classes, please give the name/ address of the site and describe the student population.

Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# TEACHER INSTRUCTIONS

## Herpes Team Pack

## "Watch Yourself"

Parker A. Small, Jr., M.D.
Pat Powers, Ed.S.
Anita Smart, M.A.E.

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R6/92

# Teacher Information: Herpes Team Pack

The Herpes **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students and educators overwhelmingly endorse this method of classroom activity.

## Herpes Team Pack Goals

1. To ensure students know that abstinence is the only way to be safe from any STD.

2. To teach the students the names of the most prevalent sexually transmitted diseases, and to help them learn which ones cause sores, which ones cause discharges, and which ones cause warts.

3. To discourage students from engaging in activities which put them in danger of contracting genital herpes by:
    a) knowing how it is spread.
    b) knowing how to protect themselves.

4. To give students enough information so that they recognize herpes in themselves and/or their sexual partners.

5. To encourage students who have genital sores, discharges, or warts to seek medical advice:
    a) to be diagnosed.
    b) to be educated.
    c) to be treated, if necessary.

6. To inform students that genital herpes can be a serious disease, but one which can be compatible with marriage and procreation.

***To be more effective with students, stress risk factors instead of morality issues .***

TO THE TEACHER:

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief four-section booklet will guide you through the process.*

1. Information for teachers - pp. 1-4.
2. Summary of students' questions and answers - pp. 5-10.
3. Objective test and answers - pp. 11-14.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 15.

# Information for Teachers (2)

*To encourage spontaneity and to increase the impact of the role play, it is recommended that you not give the students information about the nature of their roles. They will learn about their parts as they read the* ***Team Packs****.*

## Time Requirements

The activity consists of (1) an information exchange segment* on STD's, especially Herpes and Syphilis (2) a role play driven by a printed scenario and (3) a wrap-up discussion session—led by the teacher—immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. A few teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the **Team Pack**, so that students are not rushed through the sharing of their learning and reactions, which is very important in cooperative learning.

*The information is in a jigsaw format, i.e. the answers are "cut up" so that each student has the answers to 1/4 of the questions and must rely on groupmates for the other 3/4.

## Procedures

### Familiarization with materials

- A good way for teachers to familiarize themselves with the activity is by viewing the two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center. (See p. 5 for address.)

- Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize you with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

### Classroom preparation

- Students need to know how to get free, confidential medical information. Put the number and address of the local health clinic on the chalk board. The national STD's hot line is 1 (800) 227-8922; the national Herpes hotline is (919) 361 8488 (there is a charge for calls beginning with 919). You can get pamphlets and other printed information by writing the:

**American Social Health Association**
**PO Box 13827**
**Research Triangle Park, North Carolina 27709**

# Information for Teachers (3)

•Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (you may need to have some groups with three students).

•If possible, Dan should be played by a male and Jane should be played by a female. Jim and Chris may be played by either a male or a female. In a group of three, Jim and Chris should be played by the same person.

• Once the students are in their groups, allow them to decide on the roles they play:
**Jane** had noticed some painful blisters around her vagina. She probably acquired these from a sexual encounter she had two years ago. Now she and Dan are going steady and recently began having sex.
**Dan** went to the doctor because of painful blisters on his penis. He was told that he has a genital herpes infection. He must now confront Jane, but he may wish to discuss the situation first with his best friend, Jim.
**Chris** is Jane's best friend. She (or he) leads a discussion immediately after the play.
**Jim** is the director of the play and Dan's best friend.

## Supervising the Team Pack

•Distribute the **Team Packs**. Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class.

After beginning the activity with the readalong instructions, tell each student to read the boldface print at the bottom of his instruction sheet and wait for Jim to give further instructions. From this point, the activity should run itself under the guidance of Jim. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the videotape for further information on dysfunctional groups.

# Information for Teachers (4)

## Wrap-Up

- The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

- Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other. There are several suggestions to consider when conducting the debriefing.

For example:

- Practice the WAIT TIME concept. Research has shown that learning is increased 200-300% if one waits four or five seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.

- Ask probing questions that cannot be answered by a "yes" or "no."
  Example: "What did you like about playing the role of Jane?" instead of "Did you like playing the role of Jane?"

## Herpes Activity Sample Questions

For "Dan":

a. What was your first thought when you knew you had Herpes?
b. Did you tell Jane first or your best friend? Why?
c. How did you feel having to tell Jane (or Jim) about your problem?
d. What was your reaction to Jane's "confession"?
e. Will you and Jane continue your marriage plans?
f. Will you tell any of your friends that Jane has herpes?

For "Jane":

a. What was your first thought when you knew you had Herpes?
b. How did you feel when Dan told you? Did your feelings toward Dan change?
c. Did you "confess" you had noticed sores earlier?
d. Did you "confess" you had had sex before Dan?
e. Will you tell any of your friends that Dan has herpes?

In general:

a. What was the most worthwhile part of the activity?
b. What was the most difficult part of the activity?

# Instruction Sheet

Read (along as your teacher reads this page) aloud.

The goals are:

1. To learn the names of the most prevalent sexually transmitted diseases, to learn which ones cause sores, which ones cause discharges, and which ones cause warts.
2. To discourage activities which put you in danger of contracting genital herpes by:
    a) knowing how it is spread.
    b) knowing how to protect yourself.
3. To give students enough information so that they recognize herpes in themselves and/or their sexual partners.
4. To encourage students who have genital sores, discharges, or warts to seek medical advice:
    a) to be diagnosed.
    b) to be educated.
    c) to be treated, if necessary.
5. To inform you that genital herpes can be a serious disease, but one which can be compatible with marriage and having children.
6. To ensure students know that abstinence is the only way to be **safe** from any STD.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Jim will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

## Note from the Authors

Group instructional methodology, such as this **Team Pack** is developed by trial and error. The Herpes **Team Pack** has been revised many times after feedback from students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to us at:

Dr. Parker A. Small, Jr., M.D.
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

# Information about Sexually Transmitted Diseases

1. Jim calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.
!!Remember, the group should discuss each question before reading the answer!!
**Jim, as Director, now tell Jane to begin.**

Jane

## What are sexually transmitted diseases (STDs)?

Different types of infections that one may get from having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Dan

## What are some of the different STDs ?

**Stop!** Before reading further, name as many as you can and give their main symptom (hint: cause sores or discharge or warts).
Gonorrhea, Chlamydia (which cause discharges), Herpes, Syphilis (which cause sores), and venereal warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

Chris

## Can you tell if a person is safe?

Not always! Sometimes people are infected and do not know it. However, they can still spread the STD to someone else.

Jim

## How can you avoid getting STDs?

***The only absolutely sure way to avoid STDs is not to have sex!***
If you choose to have sex, there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

# Information about Herpes

Jane

## What is Herpes?

It is a disease caused by a Herpes virus. It causes sores on skin, most commonly on the lips (cold sores) or the genitals. Cold sores or fever blisters are **not** STDs, but herpes of the genitals is an STD.

Dan

## What are the symptoms?

The disease starts as small blisters that break open and become wet and painful sores. The sores will heal by themselves in 1-2 weeks, but the virus stays in the body and can cause the sores to return.

Chris

## If the virus doesn't go away, where does it go?

It lives "asleep" in nerves under the skin and doesn't cause problems except when it "wakes up" and causes the sores to reappear in the same place.

Jim

## How often does it come back?

Some people who get infected never have another episode of sores, but some people have breakouts every few weeks. On the average, sores appear about once or twice a year.

Jane

## How does herpes spread?

The Herpes virus is in the fluid that leaks from a herpes sore. The fluid can spread the virus to someone else if the fluid gets on them. The virus is not usually spread by semen, but by contact between the sore and the partner's skin. Kissing can spread cold sores. Sex can spread genital herpes. Oral sex can spread cold sores to the genitals. Two to 12 days later the partner develops the herpes blisters.

Dan

## Can you transmit herpes when there are no sores?

Not usually, however, people must be careful because small sores are not easy to spot, especially in the vagina.

Chris

## Does herpes make you sterile (unable to have a baby)?

No.

**Continue the Herpes information on the next page.**

# Information about Herpes (Continued)

Jim

## Can a woman transmit herpes to a baby?

Yes, especially if she has sores in her vagina while the baby is being born. Infected babies may die or suffer severe brain damage. Pregnant women should tell their doctors about any history of genital herpes. If there is Herpes virus in the vagina during delivery, the baby may have to be surgically removed (a Cesarean section). The baby is not infected in the uterus (womb), so if it is not infected during birth it should be okay.

Jane

## Is there a cure?

No, there is no drug that kills the virus in the body. There is a drug that fights the virus and causes the sores to go away faster.

Dan

## If there is no known cure, what are the long-term side effects?

Herpes does not prevent a person from being able to have a baby (sterility), nor cause any other serious side effects, but it can be very uncomfortable when it occurs. It makes people more likely to get AIDS.*

Chris

## If there is no cure, why should I see a doctor for sores on my genitals?

Because you want to be sure the sores aren't due to anything else, and that you don't have any other STDs. If it is herpes, you can learn about the virus, and get medicine to make the sores heal faster.

Jim

## Can latex condoms prevent transmission of herpes?

Yes. If they are used from start to finish. Other forms of birth control, such as the pill, will not protect you.

---

***Note to teacher: Students may wish to know why having herpes may make someone more likely to get AIDS.***
***The answer is that the AIDS virus enters the body through herpes sores more easily than through intact tissue.***

**Turn to the next page and discuss the syphilis information.**

# Information about Syphilis

Jane

## What is syphilis?

It is an infection caused by a bacteria.

---

Dan

## What are the symptoms of syphilis?

A sore or an ulcer appears at the place where the bacteria enters the body. This is usually on the penis or in the vagina, but it can be on other areas of contact such as the lips and mouth. The sore is usually painless, so that if it is small, or hidden under the foreskin of the penis or in the vagina, it may not be noticed. The sore disappears on its own, but the disease is still present.

---

Chris

## When the sore goes away, can syphilis still be found in the body?

Yes. There is a blood test for syphilis.

---

Jim

## How do you get syphilis?

Syphilis is almost always transmitted by sexual contact with an infected person. It can also be transmitted from mothers to their babies. Kissing an infected person can transmit syphilis, but only if the person transmitting the syphilis has a syphilis sore on the lips or mouth. You do not get it from clothes, swimming pools, or toilet seats.

---

Jane

## How soon does the sore show up after sex with someone who has syphilis?

Anywhere from one week to three months.

---

Dan

## Can syphilis be cured? If so, how?

Yes. Syphilis can be cured by penicillin — by shots, not pills. If someone is allergic to penicillin there are other antibiotics that can be used.

---

Chris

## Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

---

Jim

## Can you get syphilis again?

Yes.

Continue syphilis information on the next page.

## Information about Syphilis (Continued)

Jane

### What happens if syphilis is not treated?

The sore goes away in two to three weeks even if you are not treated, but the syphilis bacterium is still in your body. It can show up weeks or months later as a rash on the palms of your hands and the soles of your feet. If not treated it will cause serious heart disease or mental illness.

Dan

### Does syphilis make you unable to have babies?

No, but untreated syphilis can be transmitted to babies.

Chris

### Can latex condoms protect against syphilis?

Yes, but only if they cover the sore on the person transmitting the syphilis, and are used from start to finish. Other forms of birth control, such as the pill, will **not** protect you.

Jim

### What are some of the reasons some teens have sex when they really don't want to?

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to . . . **especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Information for Teachers (5)

### Objective Test

Following this page are twenty questions which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

### Answers to the Multiple Choice Questions

1. c
2. c
3. d
4. c
5. a
6. d
7. d
8. a
9. b
10. d
11. c
12. d
13. b
14. d
15. d
16. a
17. c
18. c
19. b
20. a

# Herpes Team Pack Objective Test

1. Which of the following is **NOT** an STD?
   a) AIDS
   b) Gonorrhea
   c) influenza
   d) chlamydia

2. Which of the following cause discharges?
   a) herpes and venereal warts
   b) gonorrhea and herpes
   c) chlamydia and gonorrhea
   d) syphilis and herpes

3. Which of the following STDs cause sores?
   a) herpes and venereal warts
   b) gonorrhea and herpes
   c) chlamydia and gonorrhea
   d) syphilis and herpes

4. People with STDs may:
   a) not spread the disease if they do not know they have it.
   b) spread the disease only if they have not been to the doctor.
   c) spread the disease even if they do not know they have it.
   d) spread the disease only if they are men.

5. The only absolutely sure way to avoid STDs is to:
   a) not have sex.
   b) have sex only with one partner.
   c) wear a latex condom throughout sex.
   d) use the pill.

6. Which of the following statements about syphilis is **false**?
   Syphilis:
   a) is diagnosed with a blood test.
   b) is very serious if not treated.
   c) causes a painless sore that goes away & doesn't come back.
   d) causes painful blisters that go away and come back later.

7. Herpes causes:
   a) abnormal bleeding.
   b) a discharge.
   c) painless warts.
   d) painful sores.

## Herpes Team Pack Objective Test (p. 2)

8. One problem a person with herpes has is he/she:
   a) may get sores that keep coming back.
   b) should never have sex again.
   c) should not have children.
   d) is unable to have children.

9. The symptoms of a herpes attack usually last:
   a) 1-2 days.
   b) 1-2 weeks.
   c) 1-2 months.
   d) 1-2 years.

10. In a person with a herpes infection, the herpes virus can be found in all of the following **except**:
    a) fluid from the blister.
    b) nerves.
    c) fluid that leaks from the sore.
    d) semen.

11. On the average, how often do herpes symptoms appear in an infected person?
    a) once or twice a week
    b) once or twice a month
    c) once or twice a year
    d) once or twice a lifetime

12. Which of the following does not spread herpes?
    a) kissing
    b) oral sex
    c) sexual intercourse
    d) shaking hands

13. How long does it usually take for an infected sex partner to get herpes symptoms after being exposed?
    a) 2 to 12 hours
    b) 2 to 12 days
    c) 2 to 12 weeks
    d) 2 to 12 months

## Herpes Team Pack Objective Test (p. 3)

14. Which of the following is false? If a pregnant woman has genital herpes, the baby may:
    - a) develop brain damage.
    - b) die.
    - c) be infected during birth.
    - d) be infected before it is born.

15. Which of the following cures herpes permanently?
    - a) never again having sex
    - b) a shot of antibiotics
    - c) taking pills the rest of one's life
    - d) There is no cure.

16. Which of the following is true of herpes? It:
    - a) makes someone more likely to get AIDS.
    - b) prevents someone from getting AIDS.
    - c) prevents someone from getting pregnant.
    - d) makes someone more likely to get pregnant.

17. A major difference between cold sores of the lip and genital herpes is that:
    - a) only cold sores are incurable ("are forever").
    - b) only genital herpes is caused by a virus.
    - c) genital herpes is an STD, but cold sores are not.
    - d) the treatment is different.

18. Latex condoms can prevent transmission of herpes **only** when:
    - a) obtained at a health clinic.
    - b) prescribed by a doctor.
    - c) used from start to finish.
    - d) the female is taking the pill.

19. Which one of the following statements about syphilis is false?
    - a) It is a bacterial infection.
    - b) A person who has had syphilis may not get it again.
    - c) The sore caused by syphilis may not be noticed.
    - d) The sore will go away, but the infection remains.

20. How can syphilis be cured?
    - a) with penicillin shots
    - b) by never having sex again
    - c) only by surgery
    - d) it cannot be cured

# HERPES Team Pack

## Evaluation Form

**Last Name:** ______________________ **First Name:** ______________________

**Position:** ______________________ **County Name:** ______________________

**School Name (Agency where used):** ______________________

**Address:** ______________________
Street number or PO Box City ST ZIP

**Used on Date:** ______________ **in** ______________________ **class (LMS, science,?)**

**Please circle the most appropriate answer:**

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**
**(We also need to know each period and # of students each period this material is used. Thank you.)**

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Comments:** **(especially suggestions for future improvements)**

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in prevention of Herpes and other STD's.**

Center for Cooperative Learning
5700 S.W. 34th Street
Suite 323
Gainesville, FL 32608

# "WATCH YOURSELF"

## Herpes Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

CHARACTER:

# JIM

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

**These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida**

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**NAMECARD EDITION 6/92**

# HERPES - "Watch Yourself"

## Instruction Sheet

Read along as your teacher reads this page aloud.

The goals are:

1. To learn the names of the most prevalent sexually transmitted diseases, to learn which ones cause sores, which ones cause discharges, and which ones cause warts.
2. To discourage activities which put you in danger of contracting genital herpes by:
   a) knowing how it is spread.
   b) knowing how to protect yourself.
3. To give students enough information so that they recognize herpes in themselves and/or their sexual partners.
4. To encourage students who have genital sores, discharges, or warts to seek medical advice:
   a) to be diagnosed.
   b) to be educated.
   c) to be treated, if necessary.
5. To inform you that genital herpes can be a serious disease, but one which can be compatible with marriage and having children.
6. To ensure students know that abstinence is the only way to be safe from any STD.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Jim will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**JIM, AS DIRECTOR, TELL YOUR GROUP MEMBERS TO TURN THE PAGE AND START READING AND DISCUSSING THE INFORMATION SHEET.**

**TURN THE PAGE**

## Note from the Authors

Group instructional methodology, such as this **Team Pack** is developed by trial and error. The Herpes **Team Pack** has been revised many times after feedback from students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to us at:

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Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

# HERPES - "Watch Yourself"

## Information about Sexually Transmitted Diseases

1. Jim calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep. !!Remember, the group should discuss each question before reading the answer!!

**Jim, as Director, now tell Jane to begin.**

---

Jane **What are sexually transmitted diseases (STDs)?**

---

Dan **What are some of the different STDs ?**

---

Chris **Can you tell if a person is safe?**

---

(Jim) **How can you avoid getting STDs?**

***The only absolutely sure way to avoid STDs is not to have sex!***

If you choose to have sex, there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

# Information about Herpes

Jane **What is Herpes?**

Dan **What are the symptoms?**

Chris **If the virus doesn't go away, where does it go?**

Jim **How often does it come back?**

Some people who get infected never have another episode of sores, but some people have breakouts every few weeks. On the average, sores appear about once or twice a year.

Jane **How does herpes spread?**

Dan **Can you transmit herpes when there are no sores?**

Chris **Does herpes make you sterile (unable to have a baby)?**

**Continue the Herpes information on the next page.**

# HERPES - "Watch Yourself"

## Information about Herpes (Page 2)

Jim **Can a woman transmit herpes to a baby?**

Yes, especially if she has sores in her vagina while the baby is being born. Infected babies may die or suffer severe brain damage. Pregnant women should tell their doctors about any history of genital herpes. If there is Herpes virus in the vagina during delivery, the baby may have to be surgically removed (a Cesarean section). The baby is not infected in the uterus (womb), so if it is not infected during birth it should be okay.

Jane **Is there a cure?**

Dan **If there is no known cure, what are the long-term side effects?**

Chris **If there is no cure, why should I see a doctor for sores on my genitals?**

Jim **Can latex condoms prevent transmission of herpes?**

Yes. If they are used from start to finish. Other forms of birth control, such as the pill, will not protect you.

**Turn to the next page and discuss the syphilis information.**

# Information about Syphilis

---

Jane **What is syphilis?**

---

Dan **What are the symptoms of syphilis?**

---

Chris **When the sore goes away, can syphilis still be found in the body?**

---

Jim **How do you get syphilis?**

Almost always by sexual contact with an infected person. It can also be transmitted from mothers to their babies. Kissing an infected person can transmit syphilis, but only if the person transmitting the syphilis has a syphilis sore on the lips or mouth. You do not get it from clothes, swimming pools, or toilet seats.

---

Jane **How soon does the sore show up after sex with someone who has syphilis?**

---

Dan **Can syphilis be cured? If so, how?**

---

Chris **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Jim **Can you get syphilis again?**

Yes.

---

**Continue syphilis information on the next page.**

## Information about Syphilis (Continued)

Jane **What happens if syphilis is not treated?**

Dan **Does syphilis make you unable to have babies?**

Chris **Can latex condoms protect against syphilis?**

Jim **What are some of the reasons some teens have sex when they really don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to . . . **especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Jim's Part

## Getting Started

Jim, these are the steps you need to do to get your part started.

1. You're the director and you have about five minutes to prepare for your part. Listen carefully to each group member because YOU will lead an important discussion after the play is over.

2. Begin by reading the rest of this page to yourself now. Give your group members 3 or 4 minutes to prepare for their parts in the play, and then call on Dan to start.

## Story

Your best friend, Dan, has been going steady with Jane. They recently decided to get married after graduation. They have had sex a few times since then. Every time they have had sex Dan has used a latex condom, but he does not put it on at the start.

## During the Play

Listen to Dan and Jane talk over their problem. Give them answers to their questions about genital herpes if they ask. Your friend, Dan, may also want to talk over his problem with you.

## As Director

1. Get started promptly. As soon as you have finished reading ask them if they are ready.

2. Ask Dan to start telling his story to Jim or Jane. Ask whether he is going to call the person or talk to him or her face to face.

3. If Dan runs out of things to say, have him tell Jane:
   - How does he feel about Jane having been infected with herpes without telling him?
   - Is he sure she was responsible?
   - What is he going to do about the herpes?
   - What is he going to do about the relationship and marriage plans?

4. If Jane runs out of things to say, have her tell Dan all the facts.
   - She has herpes — the symptoms and the treatment.
   - Where she got it.
   - Why she didn't get it treated.
   - Why she didn't tell Dan.

**Continue on next page**

## Jim's Part (Continued)

## After the Play

1. Call on Chris to start with his/her discussion questions.
2. When Chris has finished, ask the questions below. You may need to refresh your memory by referring to the information sheets.

### Discussion Questions:

1. How can you tell if your partner has herpes?
2. Was it Jane's responsibility to find out what caused the sores?
3. Was it Jane's responsibility to tell Dan?
4. Was it Jane's responsibility to not infect Dan?
5. Was it Dan's responsibility to notice sores on Jane's vagina, and/or to find out about Jane's sex history?
6. Would it be responsible to just refrain from sex while the sores are active, but not tell your partner?
7. Whom should you tell? When should you tell?

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

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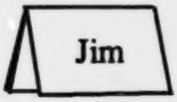

Fold on this line first.

# Jim

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

# Jim

# “WATCH YOURSELF”

## Herpes Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

CHARACTER:

**DAN**

Developed by:
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NAMECARD EDITION 6/92

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4. To encourage students who have genital sores, discharges, or warts to seek medical advice:
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   b) to be educated.
   c) to be treated, if necessary.
5. To inform you that genital herpes can be a serious disease, but one which can be compatible with marriage and having children.
6. To ensure students know that abstinence is the only way to be **safe** from any STD.

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**TURN THE PAGE**

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# HERPES - "Watch Yourself"

## Information about Sexually Transmitted Diseases

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2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.
!!Remember, the group should discuss each question before reading the answer!!

---

Jane

### What are sexually transmitted diseases (STDs)?

---

Dan

### What are some of the different STDs ?

**Stop!** Before reading further, name as many as you can and give their main symptoms (hint: cause sores or discharge or warts).

Gonorrhea, Chlamydia (which cause discharges); Herpes, Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

---

Chris

### Can you tell if a person is safe?

---

Jim

### How can you avoid getting STDs?

# HERPES - "Watch Yourself"

## Information about Herpes

Jane

### What is Herpes?

Dan

### What are the symptoms?

The disease starts as small blisters that break open and become wet and painful sores. The sores will heal by themselves in 1-2 weeks, but the virus stays in the body and can cause the sores to return.

Chris

### If the virus doesn't go away, where does it go?

Jim

### How often does it come back?

Jane

### How does herpes spread?

Dan

### Can you transmit herpes when there are no sores?

Not usually, however, people must be careful because small sores are not easy to spot, especially in the vagina.

Chris

### Does herpes make you sterile (unable to have a baby)?

**Continue the Herpes information on the next page.**

# HERPES - "Watch Yourself"

## Information about Herpes (Continued)

Jim **Can a woman transmit herpes to a baby?**

Jane **Is there a cure?**

Dan **If there is no known cure, what are the long-term side effects?**

Herpes does not prevent a person from being able to have a baby (sterility), nor cause any other serious side effects, but it can be very uncomfortable when it occurs. It makes people more likely to get AIDS.

Chris **If there is no cure, why should I see a doctor for sores on my genitals?**

Jim **Can latex condoms prevent transmission of herpes?**

**Turn to the next page and discuss the syphilis information.**

## Information about Syphilis

---

Jane **What is syphilis?**

---

Dan **What are the symptoms of syphilis?**

A sore or an ulcer appears at the place where the bacteria enters the body. This is usually on the penis or in the vagina, but it can be on other areas of contact such as the lips and mouth. The sore is usually painless, so that if it is small, or hidden under the foreskin of the penis or in the vagina, it may not be noticed. The sore disappears on its own, but the disease is still present.

---

Chris **When the sore goes away, can syphilis still be found in the body?**

---

Jim **How do you get syphilis?**

---

Jane **How soon does the sore show up after sex with someone who has syphilis?**

---

Dan **Can syphilis be cured? If so, how?**

Yes. With penicillin — by shots, not pills. If someone is allergic to penicillin there are other antibiotics that can be used.

---

Chris **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Jim **Can you get syphilis again?**

---

**Continue syphilis information on the next page.**

## Information about Syphilis (Continued)

Jane

**What happens if syphilis is not treated?**

---

[✓ Dan]

**Does syphilis make you unable to have babies?**

No, but untreated syphilis can be transmitted to babies.

---

Chris

**Can latex condoms protect against syphilis?**

---

Jim

**What are some of the reasons some teens have sex when they really don't want to?**

---

**STOP**

**Your teacher will tell you when to continue.**

# HERPES - "Watch Yourself"

## Dan's Part

## Getting Started

Dan, These are the steps you need to do to get your part started:

1. You have about five minutes to prepare for your part in the play. Jim will be the Director. Listen carefully to each group member, because their ideas may help you in some decisions you will have to make.

2. Begin by reading the rest of this page to yourself now.

## Story

You have been going steady with Jane for nine months. You are both seniors and plan to get married after graduation. In the last month you have had sex with her a few times. You've used a latex condom every time, but you don't put it on until you think you need it. Jane is the only girl with whom you have ever had sex.

You went to the doctor yesterday because you had painful little blisters on your penis. The doctor told you that you have a genital herpes infection that came from having sex. Unfortunately, there is no cure for this disease, so he couldn't do anything for you other than to explain the disease to you. He reassured you that although herpes is a real "pain," it doesn't have to interfere with a normal life of marriage and children if proper precautions are taken. However, the doctor told you that you should also be tested for syphilis. He has taken a blood sample from you to be tested to see if you have syphilis, but you won't know the results for a week.

## Decide the following:

1. To whom are you going to talk first — Jane or perhaps your best friend, Jim? Will you visit that person or will you telephone?
2. Are you going to tell Jane about this problem? Why or why not?
3. What are you going to say — about the symptoms, about the way it's spread, about the effect on your activities?
4. What are the consequences of having the disease?
5. How did you get herpes? Who gave it to you?

After you decide who you're going to talk to first--start the role play by talking to that person aloud as soon as everyone has read his or her part and Jim, the Director, says to begin.

**Continue on next page.**

## Dan's Part (Continued)

### During the Play

When Jim tells you to begin the play, you start by talking to Jim or Jane face-to-face ("knock knock") or by phone ("ring ring"). Tell him or her why you went to the doctor (symptoms), what the doctor told you, and what treatment you received. You may find it easier to talk to your friend and get his moral support. Perhaps you could rehearse with him what you will tell Jane.

1. How would you first react to being told you have genital herpes?
2. Make sure Jane tells you all the facts.
3. Where do you think your herpes came from?
4. Do you believe Jane?
5. Discuss what you and she should do.
6. Tell her how this will affect your relationship and your sexual behavior.

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

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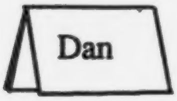

Fold on this line first.

Dan

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Dan

# "WATCH YOURSELF"

## Herpes Team Pack

Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.

CHARACTER:

# JANE

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION 6/92

# Instruction Sheet

Read along as your teacher reads this page aloud.

The goals are:

1. To learn the names of the most prevalent sexually transmitted diseases, to learn which ones cause sores, which ones cause discharges, and which ones cause warts.
2. To discourage activities which put you in danger of contracting genital herpes by:
   a) knowing how it is spread.
   b) knowing how to protect yourself.
3. To give students enough information so that they recognize herpes in themselves and/or their sexual partners.
4. To encourage students who have genital sores, discharges, or warts to seek medical advice:
   a) to be diagnosed.
   b) to be educated.
   c) to be treated, if necessary.
5. To inform you that genital herpes can be a serious disease, but one which can be compatible with marriage and having children.
6. To ensure students know that abstinence is the only way to be **safe** from any STD.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Jim will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**JIM, THE DIRECTOR, WILL TELL YOU WHEN TO TURN THE PAGE AND START READING AND DISCUSSING THE INFORMATION SHEET.**

TURN THE PAGE

## Note from the Authors

Group instructional methodology, such as this **Team Pack** is developed by trial and error. The Herpes **Team Pack** has been revised many times after feedback from students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to us at:

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# HERPES - "Watch Yourself"

JANE 2

## Information about Sexually Transmitted Diseases

1. Jim calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.
!!Remember, the group should discuss each question before reading the answer!!

---

Jane **What are sexually transmitted diseases (STDs)?**

Different types of infections that one may get from having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

---

Dan **What are some of the different STDs ?**

---

Chris **Can you tell if a person is safe?**

---

Jim **How can you avoid getting STDs?**

# HERPES - "Watch Yourself"

## Information about Herpes

Jane

### What is Herpes?

It is a disease caused by a Herpes virus. It causes sores on skin, most commonly on the lips (cold sores) or the genitals. Cold sores or fever blisters are **not** STDs, but herpes of the genitals is an STD.

Dan

### What are the symptoms?

Chris

### If the virus doesn't go away, where does it go?

Jim

### How often does it come back?

Jane

### How does herpes spread?

The Herpes virus is in the fluid that leaks from a herpes sore. The fluid can spread the virus to someone else if the fluid gets on them. The virus is not usually spread by semen, but by contact between the sore and the partner's skin. Kissing can spread cold sores. Sex can spread genital herpes. Oral sex can spread cold sores to the genitals. Two to 12 days later the partner develops the herpes blisters.

Dan

### Can you transmit herpes when there are no sores?

Chris

### Does herpes make you sterile (unable to have a baby)?

**Continue the Herpes information on the next page.**

## Information about Herpes (Continued)

Jim **Can a woman transmit herpes to a baby?**

Jane **Is there a cure?**

No, there is no drug that kills the virus in the body. There is a drug that fights the virus and causes the sores to go away faster.

Dan **If there is no known cure, what are the long-term side effects?**

Chris **If there is no cure, why should I see a doctor for sores on my genitals?**

Jim **Can latex condoms prevent transmission of herpes?**

**Turn to the next page and discuss the syphilis information.**

# Information about Syphilis

---

Jane **What is syphilis?**

It is an infection caused by a bacteria.

---

Dan **What are the symptoms of syphilis?**

---

Chris **When the sore goes away, can syphilis still be found in the body?**

---

Jim **How do you get syphilis?**

---

Jane **How soon does the sore show up after sex with someone who has syphilis?**

Anywhere from one week to three months.

---

Dan **Can syphilis be cured? If so, how?**

---

Chris **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Jim **Can you get syphilis again?**

---

Continue syphilis information on the next page.

# Information about Syphilis (Continued)

**Jane** **What happens if syphilis is not treated?**

The sore goes away in two to three weeks even if you are not treated, but the syphilis bacterium is still in your body. It can show up weeks or months later as a rash on the palms of your hands and the soles of your feet. If not treated it will cause serious heart disease or mental illness.

Dan **Does syphilis make you unable to have babies?**

Chris **Can latex condoms protect against syphilis?**

Jim **What are some of the reasons some teens have sex when they really don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Jane's Part

### Getting Started

Jane, These are the steps you need to do to get your part started:

1. You have about five minutes to prepare for your part in the play. Jim will be the Director. Listen carefully to each group member, because you may need their advice about some decisions you will have to make soon.

2. Begin by reading the rest of this page to yourself now.

### Story

About two years ago you had sex with someone you met at a party, but you never saw him again. On two or three occasions over the last 18 months you've noticed painful, small blisters inside and outside your vagina. You were too embarrassed to have them examined by a doctor, and anyway they went away by themselves.

For the last nine months, you've been going steady with Dan, and recently you started having sex with him. He used a latex condom every time, but he didn't put it on at the start. You are planning on getting married after graduation.

### During the Play

When Jim tells you to begin the play Dan will tell you his story. You should respond as you think you would in real life. You may also want to talk over your problem with your friend, Chris.

If you have questions about herpes, ask your groupmates, Jim and Chris, to look up the answers for you on their information sheets.

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We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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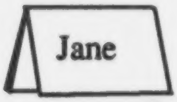

Fold on this line first.

Jane

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Jane

# "WATCH YOURSELF"

FLORIDA
ANNUAL

## Herpes Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

CHARACTER:

# CHRIS

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# HERPES - "Watch Yourself"

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5. To inform you that genital herpes can be a serious disease, but one which can be compatible with marriage and having children.
6. To ensure students know that abstinence is the only way to be **safe** from any STD.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

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1. Jim calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is your to keep.
!!Remember, the group should discuss each question before reading the answer!!

Jane **What are sexually transmitted diseases (STDs)?**

Dan **What are some of the different STDs ?**

[✓ Chris] **Can you tell if a person is safe?**

Not always! Sometimes people are infected and do not know it. However, they can still spread the STD to someone else.

Jim **How can you avoid getting STDs?**

# HERPES - "Watch Yourself"

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H
R
I
S

3

## Information about Herpes

Jane **What is Herpes?**

Dan **What are the symptoms?**

Chris **If the virus doesn't go away, where does it go?**

It lives "asleep" in nerves under the skin and doesn't cause problems except when it "wakes up" and causes the sores to reappear in the same place.

Jim **How often does it come back?**

Jane **How does herpes spread?**

Dan **Can you transmit herpes when there are no sores?**

Chris **Does herpes make you sterile (unable to have a baby)?**

No.

**Continue the Herpes information on the next page.**

CHRIS

3

## Information about Herpes (Continued)

Jim **Can a woman transmit herpes to a baby?**

Jane **Is there a cure?**

Dan **If there is no known cure, what are the long-term side effects?**

Chris **If there is no cure, why should I see a doctor for sores on my genitals?**

Because you want to be sure the sores aren't due to anything else, and that you don't have any other STDs. If it is herpes, you can learn about the virus, and get medicine to make the sores heal faster.

Jim **Can latex condoms prevent transmission of herpes?**

**Turn to the next page and discuss the syphilis information.**

## Information about Syphilis

Jane **What is syphilis?**

Dan **What are the symptoms of syphilis?**

Chris **When the sore goes away, can syphilis still be found in the body?**

Yes. There is a blood test for syphilis.

Jim **How do you get syphilis?**

Jane **How soon does the sore show up after sex with someone who has syphilis?**

Dan **Can syphilis be cured? If so, how?**

Chris **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

Jim **Can you get syphilis again?**

Continue syphilis information on the next page.

# HERPES - "Watch Yourself"

CHRIS

## Information about Syphilis (Continued)

Jane

**What happens if syphilis is not treated?**

Dan

**Does syphilis make you unable to have babies?**

Chris

**Can latex condoms protect against syphilis?**

Yes, but only if they cover the sore on the person transmitting the syphilis, and are used from start to finish. Other forms of birth control, such as the pill, will **not** protect you.

Jim

**What are some of the reasons some teens have sex when they really don't want to?**

6

**STOP**

**Your teacher will tell you when to continue.**

## Chris's Part

### Getting Started

Chris, these are the steps you need to do to get started:

1. You will have about five minutes to prepare for your part in the play; Jim will be the Director. Listen carefully to each group member because YOU will lead an important discussion after the play is over.
2. Begin by reading the rest of this page to yourself now.

### Story

Your best friend, Jane, has been going steady for 9 months with Dan. They plan to get married after graduation. Every time they have had sex Dan has used a latex condom, but he does not put it on at the start. Dan is her first serious boyfriend. But a couple of years ago she had sex with someone she met at a party. She never saw him again.

### During the Play

Listen to Jane and Dan talk over their problem. Make sure they discuss things that you think are important. Your friend, Jane, may also want to talk over her problem with you. You will be the expert on herpes. If questions arise, you are to give the answers. If you aren't sure, you will have to look them up on your information sheet.

### After the Play

Jim will ask you to lead a discussion of the questions below. You may need to refresh your memory by referring to the information sheets.

#### Discussion Questions:

1. Can herpes be cured?
2. How can it be prevented?
3. How effective is a latex condom in preventing STDs or pregnancy if it is not used from start to finish?
4. What should Jane do if she gets pregnant?
5. How will herpes affect their lives? Will they be able to live normal lives? What is the main danger?
6. Why does the clinic routinely test for syphilis when a patient has herpes?

**Note from the Authors:**
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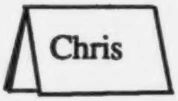

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Chris

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Chris

# TEACHER INSTRUCTIONS

## AIDS Team Pack

## "This Can't Happen to Me"

Parker A. Small, Jr., M.D.
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NAMECARD EDITION R4/92

The AIDS **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students overwhelmingly endorse this method of classroom activity.

## AIDS Team Pack Goals

To allow students to:

1. increase knowledge about AIDS
2. increase empathy for people with AIDS
3. decrease fear of people with AIDS
4. identify with the adverse consequences of risky behavior
5. encourage the modification of behavior to avoid the consequences of risky behavior

Each AIDS **Team Pack** provides a self-contained teaching unit for use by four students during two class periods. In the first period, students review questions and answers about AIDS, using a "jigsaw format". In the second period, students are involved in role play. The role play can be initiated by using either the printed version, in which the couple is abstinent, or the video version, in which the couple has been sexually active.

**TO THE TEACHER:**

*Teaching with* Team Packs *is innovative and challenging for your classes while being rewarding and satisfying for you. This brief five section booklet will guide you through the process.*

1. Information for teachers - pp. 1-6.
2. Summary of students' questions and answers - pp. 7-10.
3. Post test and answers - pp. 12-14.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 15.
5. Blood test lab report forms for use with videotape - pp. 16-17.

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## Time Requirements

The activity consists of (1) an AIDS information exchange segment (2) a role play driven either by a scenario set up at the end of the printed information exchange (or by a videotape which sets up a slightly different scenario) and (3) a wrap-up discussion session--led by the teacher--immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Some teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the **Team Pack**.

## Procedures

•Decide in advance which role-play situation you will use following the **Team Pack**'s information exchange:

Videotape scenario:

The videotape "It Can't Happen to Me", sets up a very realistic scenario in which the players (whom you may want to note are "older" teens) are sexually involved and have sexually active histories. If you don't have the videotape, you can obtain a copy from your curriculum supervisor or from the Center (see page 7 for address). If you plan to use the videotape, positive and negative result lab slips should be run off ahead of time (masters at end of this manual) to hand out to each Bill and Linda following the viewing. The use of different colored paper for positive and negative results will help you keep the "action" straight. The long version (19:30) includes a two-minute frank discussion on condom use which is omitted from the shorter version (17:15).

Printed scenario:

The scenario printed as the final segment of the **Team Pack** sets up a situation appropriate for abstinence-based school systems.

Although the authors feel the videotape scenario does an extremely effective job of involving the students personally, you are by far the best judge of the acceptance level of your classes, and will therefore be able to choose the most effective role-play scenario for your group.

•A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center.

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Familiarization with materials

- Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

Classroom preparation

- Students need to know how to get free, confidential medical information and treatment. Put the number and address of your local health clinic on the chalk board. The national VD hotline is 1-800-227-8922; the national AIDS hotline is 1-800-342-AIDS. Your state may also have a state toll-free hotline number which could be obtained from the local telephone directory or health department and from which students may be able to find more "local" assistance.

- Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (If you have an uneven number of students in your class, you may have to have some groups with only three students). If the video is used, try to arrange the room so that students will remain in their groups while viewing the videotape and, after the videotape, will be ready to receive their lab slips and immediately begin the role play without moving around.

## Roles

- If possible, Bill should be played by a male and Linda should be played by a female.
- In a group of three, Janice and Mark may be played by the same person.
- Once the students are in their groups, allow them to decide on the roles they play: (If there is a "natural leader" in the group, you may want to direct that person to Janice's role, as she is director of the play.)

**Bill** and **Linda** have been going steady with each other.

**Mark** is Bill's best friend and the person to whom Bill might choose to talk before confronting Linda. Mark leads a discussion within the group following the role play.

**Janice** is Linda's best friend and may be consulted by Linda after Bill talks to her. Janice, as director of the play, is the one most responsible for keeping the group on task.

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**Videotape scenario:**

Both Bill and Linda were sexually active prior to meeting each other and have been having intercourse with each other. Bill gave blood and is called by the health department to have his blood retested for HIV antibody. Linda decides to go with him. The video takes them through pretesting counseling, and then the agonizing two-week wait for the results. When the couple return to the clinic for their results, the video ends and you, the teacher, then pass out the laboratory slips (see last pages).

Once Bill and Linda get their test results, they must discuss their problem and their futures.

**Printed scenario:**

The roles are similar to the video version, except that Bill and Linda have agreed not to have sex until after marriage, although they engage in heavy petting. Bill has never had sex nor used drugs. He was infected with HIV in 1984 when he received a blood transfusion after being in a car accident. (This was before donated blood was tested for HIV.)

## Supervising the Team Pack

### First Class Period - Information Exchange:

•Distribute the Team Packs.

• Getting the Class Started - Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class. (See p. 7 of this booklet.)

•After reading the instructions, tell each student to read and follow the instructions in boldface print at the bottom of his instruction sheet and wait for Janice to give further instructions. From this point, the activity should run itself under the guidance of Janice.

•Pages 7-11 consolidate all students' first five pages of questions and answers in the student booklets, so that you can track the group discussions. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can begin to detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the "Dysfunctional Groups-Diagnosis and Treatment" videotape for further information on dysfunctional groups.

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## Second Class Period - Role Play:

If you have chosen to use the:

### Videotape scenario

You should ask the students to stay in their groups of four for a role play to follow, but adjust seating so everyone can see the TV screen. You will want to have the "positive" and "negative" lab slips ready to hand out to all Bills and Lindas immediately after the videotape's conclusion to avoid losing its dramatic impact. You may want to randomize the slips, but we suggest that the best discussion situations will arise if all Bills test positive and all Lindas test negative. After Bill and Linda have decided what they're going to do, Mark and Janice have discussion questions for their groups (see below). After that discussion, you will want to "wrap up".

### Printed scenario

Read aloud the underlined part of the story:

> The four players are Bill and Linda, who have been dating for a year and a half, and their best friends, Janice and Mark. (If there are only three people, someone will have to play both Mark and Janice.) Bill and Linda are engaged and are into heavy petting and deep kissing, but have decided not to have sex until after marriage. Bill will act out telling Linda that there is a problem that the two of them need to discuss. They may also want to discuss this problem with Janice and Mark.

Instruct students to continue with page 6 of their booklets: Janice should again lead the group, first initiating the role play. After Bill and Linda have decided what they're going to do, Mark and Janice have discussion questions for their group (see below). After the conclusion of these discussions, you will want to "wrap up".

Mark's questions:

1. How do you think you would cope if you discovered you were infected with HIV?
2. How would it change your life?
3. Would you:
   a) tell your family?
   b) tell your friends?
   c) continue your education?
4. How would you want to be treated by your:
   a) family?
   b) friends?
   c) teachers?

Janice's questions:

1. What do you think are the major factors that determine whether people are sexually active before marriage? Outside of marriage?
2. What do you think are the major factors that lead couples to practice safer sex versus unsafe sex?

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## Wrap-Up

•The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

•Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other. There are several suggestions to consider when conducting the debriefing:

•Practice the **WAIT TIME** concept. Research has shown that learning is increased 200-300% if one waits 3-5 seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.

•Ask probing questions that cannot be answered by a "yes" or "no."

### AIDS Activity Sample Questions for Teacher Wrap-up:

1. For "Bill":
    a. How did you feel when you saw your test results?
    b. Did you tell Linda first or your best friend? Why?
    c. How did you feel having to tell Linda (or your best friend) about your problem?
    d. How did you handle the situation?
2. For "Linda"
    a. How did you feel when you saw your test results?
    b. How did you feel when Bill told you? Did your feelings toward Bill change?
    c. What decisions did you make? Were your decisions based more on emotional or rational influences? Are you satisfied with these decisions?
    d. How did you go about making these decisions?
3. For "Janice"
    a. Did Bill and Linda come to a decision about the relationship?
    b. Do you think your friend Linda is being fair?
    c. How do you feel about your own risk factor? (especially with videotape)
4. For "Mark"
    a. Did Bill and Linda base their decision on factual information?
    b. What about your friendship with Bill?
    c. Are you going to do anything about your behavior?
5. In general:
    a. Would you feel differently if Bill had contracted AIDS in another way? Why?
    b. What was the most worthwhile part of the activity? The most difficult part?
    c. What support do people like Bill and Linda need?

# Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

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**TURN THE PAGE**

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## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

! ! Remember, the group should discuss each question before reading the answer ! !

**Janice, as Director, now tell Mark to begin.**

---

Mark

### What are sexually transmitted diseases (STDs)?

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

---

Linda

### What are some of the different STDs?

**Stop! Before reading further, name as many as you can and give their main symptom (hint: many cause sores or discharge or warts).**

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

---

Bill

### Can you tell if a person is safe?

Not always! Often people are infected and do not know it. However, they can still spread the infection to someone else.

---

Janice

### How can you avoid getting an STD?

*The only absolutely sure way to avoid STDs is not to have sex!*

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

# AIDS INFORMATION SHEET

Mark

## What is AIDS?

Its full name is Acquired Immune Deficiency Syndrome (AIDS). It is a disease that keeps your body from being able to fight infections and cancers. People with AIDS get very sick and die from many different infections.

Linda

## What causes AIDS?

A virus called Human Immunodeficiency Virus (HIV). A virus is a germ that lives in the cells of the body. Antibiotics can kill bacteria but not viruses.

Bill

## What happens when a person gets infected with HIV?

### Stage 1: *The Hidden Infection*

Right after the HIV gets into the body, nobody knows it's there . . .

**but the infected person can already spread the disease.**

### Stage 2: *The Discovery*

One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.

**The infected person can also spread the disease during this time.**

### Stage 3: *The Disease*

This is the period in the AIDS disease when the patient is sick.

**The patient can, of course, infect other people.**

Janice

## How can you get AIDS?

You get AIDS by getting specific body fluid—blood, semen, or vaginal secretions—from a person with the AIDS virus into your body. High-risk behaviors include (a) having unprotected sexual contact with an infected person—male or female, and (b) using a needle that someone else has used.

Mark

## Can you get AIDS by giving blood?

There is no way you can get AIDS by giving blood because the blood banks use clean needles.

Linda

## Can you get AIDS by getting blood?

Getting a blood transfusion does have some risk, but now that all blood is tested, the risk is very low.

# AIDS INFORMATION SHEET

Bill

## Can anyone get AIDS?

Yes. Anyone can get AIDS. The AIDS virus doesn't care about your color, age, or sexual preference. It's merely transmitted when people engage in certain high risk behaviors: needle sharing and unprotected sex (anal, oral, and vaginal).

Janice

## Can you get AIDS from kissing?

There are no known cases of AIDS from kissing, so it is very unlikely that someone can be infected even from deep kissing. Don't kiss if you have open sores in or on your mouth.

Mark

## Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

No. The HIV dies quickly outside the human body.

Linda

## Can the AIDS virus be transmitted from mothers to babies?

Yes. About one-half to one-third of the babies of infected mothers will get the virus and eventually die of AIDS. They get the virus through the placenta or during birth. They also can get it from the mother's milk.

Bill

## Can I find out if I am infected with the AIDS virus?

Yes. A blood test detects antibodies to the virus and shows whether someone has been infected with the virus that causes AIDS. A blood test becomes positive one to six months after infection. Because of this, a negative blood test does not prove that you do not have the AIDS virus. A negative test means that you didn't have antibodies to the AIDS virus at the time you were tested. To be certain, you need a second blood test six months after the first. Be sure not to have any high risk behaviors (sexual or IV drugs) between blood tests. **Infected or not, you need to protect yourself.**

Janice

## What does having a positive HIV blood test mean?

It means you have been infected with the virus. The virus is in your blood and semen or vaginal secretions and can be spread to other people. It does **not** mean you have the AIDS disease. At present it seems that 30-40 percent of those people infected with the HIV will go on to get the AIDS disease within five years.

Mark

## What are the symptoms of AIDS?

They can be different in different people, but there is usually fever, large weight loss, and swollen glands in the neck or under the arms. Sometimes there is coughing, shortness of breath, and/or diarrhea. AIDS can look like a lot of other illnesses. See your doctor if you are worried.

# AIDS INFORMATION SHEET

Linda

## How long after being infected with HIV do you become sick?

It can be within a few months, or it can be many years. No one knows yet the longest period of time it may take to get sick. The average is about eight years.

Bill

## Can AIDS be cured?

No cure has yet been discovered. There are new drugs that might slow down the disease, but no drugs have been found that kill the virus.

Janice

## Does AIDS always kill you?

It is not known yet if everyone who gets HIV gets sick, but everyone who has gotten sick from AIDS has died in months to years.

Mark

## How can you reduce your chances of getting AIDS?

a. Never share needles for IV drug use or steroid injections.
b. Practice abstinence.
c. Never engage in sex without using a latex condom.

Remember: You *can't tell by looking at someone* if he or she is infected.
Don't take the chance! You can't always trust what they say, either.

Linda

## Do condoms prevent the transmission of AIDS?

Latex condoms are not a complete guarantee, but they cut down the chances of getting the AIDS virus by sexual contact. They only make sex safer, not safe.

Latex condoms lubricated with nonoxynol - 9 offer even greater protection.

If you are not infected with the AIDS virus,
you never have to be.
It's up to you!

## Stop here and wait for teacher instructions.

(End of student versions.)

TEACHERS:

TO INITIATE THE STUDENT ROLEPLAY YOU HAVE CHOSEN, GO TO TEACHER PAGE 5.

# Information for Teachers

## Objective Test

Following this page are twenty questions, which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

### Answers to the Multiple Choice Questions

1. d
2. c
3. a
4. d
5. d
6. a
7. b
8. b
9. c
10. b
11. a
12. b
13. b
14. b
15. a
16. a
17. b
18. b
19. b
20. a

# AIDS Team Pack Objective Test

1. A married couple have never had sex with anyone but each other. They have never used IV drugs. To protect themselves against HIV infection, they should:
   a) abstain from sex.
   b) use condoms.
   c) use the pill.
   d) have no worries about getting AIDS.

2. What is the surest way to avoid getting a sexually transmitted disease?
   a) Have sexual intercourse with only 1 person.
   b) Get a medical check-up.
   c) Don't have sexual intercourse.
   d) Use a condom during sexual intercourse.

3. What are the early symptoms of AIDS?
   a) fever, unexplained weight loss and swollen glands
   b) acne, stomach ache and severe headaches
   c) severe muscular cramps and potassium deficiency
   d) asthma, allergies and hives

4. AIDS is caused by
   a) a bacteria called Human Immunology Disease.
   b) a bacteria called Human Immunology Virus.
   c) a virus called Human Immunology Disease.
   d) a virus called Human Immunodeficiency Virus.

5. You know a person is infected with the AIDS virus by the person's
   a) choice of sex partner ("straight or gay").
   b) gender or race.
   c) physical appearance.
   d) positive HIV blood test.

6. The HIV blood test checks the blood for
   a) the antibodies produced by the body against the virus.
   b) white blood cells infected with the virus.
   c) the presence of the AIDS virus.
   d) Human Immunodeficiency Virus.

7. Pick the true ending for the following statement:
   Having a positive HIV blood test means the person
   a) has AIDS.
   b) can spread HIV and may develop AIDS.
   c) is protected against AIDS.
   d) should not attend school.

8. How long after a person becomes infected with HIV will it take for a blood test to be positive?
   a) 1-6 days
   b) 1-6 months
   c) 1-6 weeks
   d) after 12 months

9. What is the **surest** way to avoid being infected with HIV?
   a) Limit the number of sex partners.
   b) Share a drug needle with only one friend.
   c) Abstain from sexual intercourse and intravenous (IV) drug use.
   d) Use condoms with sexual partners.

**For Questions 10-20: Mark each sentence ending**
**a for true b for false**

The following is a way the AIDS virus is transmitted:

10. Using condoms and having just one sex partner.

11. Getting infected body fluids (such as semen, vaginal secretions or blood) into your body.

12. Shaking hands with an infected person.

13. Being in the same classroom with an infected person.

14. Getting an infected person's tears or sweat on your skin.

15. Sharing needles with an infected person.

16. Having unprotected anal, oral or vaginal intercourse with an infected person.

17. Using the same toilet as an infected person.

18. Hugging or kissing an infected person.

19. Donating blood at a local blood bank.

20. Spreading HIV from an infected mother through the placenta or breast milk to the unborn baby.

# AIDS Team Pack

## Evaluation Form

**Last Name:** ______________________ **First Name:** ______________________

**Position:** ______________________ **County Name:** ______________________

**School Name (Agency where used):** ______________________________

**Address:** ______________________________________________

Street number or PO Box City ST ZIP

**Used on Date:** ______________ **in** ______________________ **class (LMS, science,?)**

**Please circle the most appropriate answer:**

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**
**(We also need to know each period and # of students each period this material is used. Thank you.)**

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Comments:** **(especially suggestions for future improvements)**

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us.** **Thank you for your important role in AIDS prevention.**

Center for Cooperative Learning
5700 S.W. 34th Street
Suite 323
Gainesville, FL  32608

## HIV BLOOD TEST RESULTS

| | | | | |
|---|---|---|---|---|
| **ELISA** | POSITIVE | ☐ | NEGATIVE | ☒ |
| **WESTERN BLOT** | POSITIVE | ☐ | NEGATIVE | ☐ |

### INTERPRETATION:

PATIENT HAS NO ANTIBODY AGAINST HIV; MAY NEED TO BE RETESTED IN 6 MOS. TO RULE OUT HIV INFECTION.

---

## HIV BLOOD TEST RESULTS

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### INTERPRETATION:

PATIENT HAS NO ANTIBODY AGAINST HIV; MAY NEED TO BE RETESTED IN 6 MOS. TO RULE OUT HIV INFECTION.

---

## HIV BLOOD TEST RESULTS

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### INTERPRETATION:

PATIENT HAS NO ANTIBODY AGAINST HIV; MAY NEED TO BE RETESTED IN 6 MOS. TO RULE OUT HIV INFECTION.

## HIV BLOOD TEST RESULTS

**ELISA** POSITIVE ☒ NEGATIVE ☐

**WESTERN BLOT** POSITIVE ☒ NEGATIVE ☐

**INTERPRETATION:**
PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

---

## HIV BLOOD TEST RESULTS

**ELISA** POSITIVE ☒ NEGATIVE ☐

**WESTERN BLOT** POSITIVE ☒ NEGATIVE ☐

**INTERPRETATION:**
PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

---

## HIV BLOOD TEST RESULTS

**ELISA** POSITIVE ☒ NEGATIVE ☐

**WESTERN BLOT** POSITIVE ☒ NEGATIVE ☐

**INTERPRETATION:**
PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

---

## HIV BLOOD TEST RESULTS

**ELISA** POSITIVE ☒ NEGATIVE ☐

**WESTERN BLOT** POSITIVE ☒ NEGATIVE ☐

**INTERPRETATION:**
PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

# "THIS CAN'T HAPPEN TO ME"

## AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:
# BILL

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R4/92

# *A I D S - "It Can't Happen To Me"*

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# A I D S - "It Can't Happen To Me"

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.

**Janice, as Director, now tell Mark to begin.**

---

Mark

### What are sexually transmitted diseases (STDs)?

---

Linda

### What are some of the different STDs?

---

Bill

### Can you tell if a person is safe?

Not always! Often people are infected and do not know it. However, they can still spread the infection to someone else.

---

Janice

### How can you avoid getting STDs?

# A I D S - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Linda

### What causes AIDS?

Bill

### What happens when a person gets infected with HIV?

**Stage 1**: *The Hidden Infection*

Right after the HIV gets into the body, nobody knows it's there . . .

**but the infected person can already spread the disease.**

**Stage 2**: *The Discovery*

One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.

**The infected person can also spread the disease during this time.**

**Stage 3**: *The Disease*

This is the period in the AIDS disease when the patient is sick

**The patient can, of course, infect other people.**

Janice

### How can you get AIDS?

Mark

### Can you get AIDS by giving blood?

Linda

### Can you get AIDS by getting blood?

# AIDS - *"It Can't Happen To Me"*

## AIDS INFORMATION SHEET

**Bill**

### Can anyone get AIDS?

Yes. Anyone can get AIDS. The AIDS virus doesn't care about your color, age, or sexual preference. It's merely transmitted when people engage in certain high risk behaviors: needle sharing and unprotected sex (anal, oral, and vaginal).

**Janice**

### Can you get AIDS from kissing?

**Mark**

### Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

**Linda**

### Can the AIDS virus be transmitted from mothers to babies?

**Bill**

### Can I find out if I am infected with the AIDS virus?

Yes. A blood test detects antibodies to the virus and shows whether someone has been infected with the virus that causes AIDS. A blood test becomes positive one to six months after infection. Because of this, a negative blood test does not prove that you do not have the AIDS virus. A negative test means that you didn't have the antibodies to the AIDS virus at the time you were tested. To be **certain**, you need a second blood test six months after the first. Be sure not to have any high risk behaviors (sexual or IV drugs) between blood tests. **Infected or not, you need to protect yourself.**

**Janice**

### What does having a positive HIV blood test mean?

**Mark**

### What are the symptoms of AIDS?

# *AIDS - "It Can't Happen To Me"*

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

No cure has yet been discovered. There are new drugs that might slow down the disease, but no drugs have been found that kill the virus.

Janice **Does AIDS always kill you?**

Mark **How can you reduce your chances of getting AIDS ?**

Remember: *You can't tell by looking at someone* if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

If you are not infected with the AIDS virus,
you never have to be.
It's up to you!

**STOP HERE AND WAIT FOR TEACHER INSTRUCTIONS**

## Bill's Part

**If you have just seen the videotape and finished the role play, skip the shaded box below and go straight to "After the Play".**

**If there is no videotape, follow the instructions in the shaded box below.**

### Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

### Story

You and Linda have been dating for a year and a half, and you are engaged. You have both agreed not to have sex until after marriage, but you are into heavy petting and deep kissing. A month ago you gave blood, and the blood bank told you to see a doctor. The doctor did some blood tests and yesterday told you that the test showed that you had antibodies to HIV in your blood and are, therefore, infected with the AIDS Virus. You've never used IV drugs or had sex with a male or female. You could have gotten infected in 1984 when you had a blood transfusion following a car accident. (This was before blood was tested for HIV.) You need to talk this very serious problem over with Linda, or maybe first with your good friend Mark. If you choose to talk to Mark first, should you talk to Linda afterwards?

### During the Play

- When Janice tells you to begin the play, start by talking to Mark or Linda. Tell him or her what the doctor told you.
- Read these questions and think about the answers before you talk to Mark or Linda.
    1. To whom are you going to talk first, Linda or Mark?
    2. How did you get HIV?
    3. What are you going to say about your problem? Note: You are infected with HIV and have antibodies in your blood, but you have no AIDS symptoms yet.
    4. What will your future be in terms of your health and social life?
    5. If you get AIDS, how will it change your behavior, including your sex life?
    6. How will it change your relationship with Linda?

•The play ends when you and Linda have decided about your future.

**When you have finished reading this, wait for Janice to tell you to start by telling your story to either Mark or Linda.**

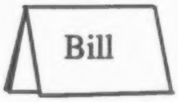
•After the play, Mark and Janice will have some questions to discuss with the group.

### Note from the Authors:

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Bill

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Bill

# “THIS CAN'T HAPPEN TO ME”

## AIDS Team Pack

**Parker A. Small, Jr., M.D.,  Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:

# LINDA

Developed by:
The Center for Cooperative Learning
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5700 SW 34th Street, Suite 323
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These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R4/92

# Instruction Sheet

**Read along as your teacher reads this page aloud.**

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1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# AIDS - *"It Can't Happen To Me"*

LINDA 2

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.
**Janice, as Director, now tell Mark to begin.**

---

Mark **What are sexually transmitted diseases (STDs)?**

---

Linda **What are some of the different STDs?**

**Stop! Before reading further, name as many as you can and give their main symptom (hint: many cause sores or discharge or warts).**

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

---

Bill **Can you tell if a person is safe?**

---

Janice **How can you avoid getting STDs?**

# A I D S - "It Can't Happen To Me"

L I N D A 3

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Linda

### What causes AIDS?

A virus called Human Immunodeficiency Virus (HIV). A virus is a germ that lives in the cells of the body. Antibiotics can kill bacteria but not viruses.

Bill

### What happens when a person gets infected with HIV?

Stage 1: ***The Hidden Infection***

**Right after the HIV gets into the body, nobody knows it's there . . .**

but the infected person can already spread the disease.

Stage 2: ***The Discovery***

**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

The infected person can also spread the disease during this time.

Stage 3: ***The Disease***

**This is the period in the AIDS disease when the patient is sick.**

The patient can, of course, infect other people.

Janice

### How can you get AIDS?

Mark

### Can you get AIDS by giving blood?

Linda

### Can you get AIDS by getting blood?

Getting a blood transfusion does have some risk, but now that all blood is tested, the risk is very low.

# AIDS - "It Can't Happen To Me"

LINDA

4

## AIDS INFORMATION SHEET

Bill **Can anyone get AIDS?**

---

Janice **Can you get AIDS from kissing?**

---

Mark **Can you get AIDS from clothes, toilet seats, swimming pools, or public places?**

---

Linda **Can the AIDS virus be transmitted from mothers to babies?**

Yes. About one-third of the babies of infected mothers will get the virus and eventually die of AIDS. They get the virus through the placenta or during birth. They also can get it from the mother's milk.

---

Bill **Can I find out if I am infected with the AIDS virus?**

---

Janice **What does having a positive HIV blood test mean?**

---

Mark **What are the symptoms of AIDS?**

# *AIDS* - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

**Linda** **How long after being infected with HIV do you become sick?**

It can be within a few months, or it can be many years. No one knows yet the longest period of time it may take to get sick. The average is about eight years.

---

**Bill** **Can AIDS be cured?**

---

**Janice** **Does AIDS always kill you?**

---

**Mark** **How can you reduce your chances of getting AIDS ?**

Remember: You ***can't tell by looking at someone*** if he or she is infected. Don't take the chance! You can't always trust what they say, either.

---

**Linda** **Do condoms prevent the transmission of AIDS?**

Latex condoms are not a complete guarantee, but they cut down the chances of getting the AIDS virus by sexual contact. They only make sex **safer**, not safe.

Latex condoms lubricated with nonoxynol - 9 offer even greater protection.

---

**If you are not infected with the AIDS virus,**
**you never have to be.**
**It's up to you!**

**Stop here and wait for teacher instructions.**

## Linda's Part

**If you have just seen the videotape, follow instructions on this page, skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.**

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
**BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.**

## Story

You have been dating Bill for a year and a half and you are engaged. You have not had sex together; you have agreed not to have sex until after marriage, but you have been doing some heavy petting and deep kissing.

## During the Play

When Janice tells Bill to begin the play, he will either tell you his story or talk to Mark. If he chooses to talk to Mark first, pretend you are not there. When he talks to you, respond as you think you would if this were real.

1. How will you first react?
2. Make sure he tells you all the facts.
3. What are your chances of having already been infected with HIV?
4. How will this affect your relationship and your future? Will you drop him "like a hot potato"? Will you still marry him? What about having children?
5. If you decided to keep your relationship with Bill, what can you do to reduce your chances of getting infected?
6. Discuss what you and Bill should do. Realizing that you really love him, what could you do to help him without putting yourself at risk?

You should also talk over your problem with your good friend, Janice. If you have questions about AIDS during the play, ask Janice or Mark to look up the answers on their information sheets.

The play ends when you and Bill have made a decision.

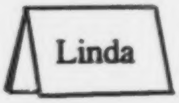
After the play, Mark and Janice will have some questions to discuss with the group.

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Linda

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Linda

# "THIS CAN'T HAPPEN TO ME"

AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:

# JANICE

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R4/92

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# A I D S - *"This Can't Happen To Me"*

JANICE 2

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.

**Janice, as Director, now tell Mark to begin.**

---

Mark **What are sexually transmitted diseases (STDs)?**

---

Linda **What are some of the different STDs?**

---

Bill **Can you tell if a person is safe?**

---

Janice **How can you avoid getting STDs?**

**The only absolutely sure way to avoid STDs is not to have sex!**

If you choose to have sex, there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

# AIDS - "This Can't Happen To Me"

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Linda

### What causes AIDS?

Bill

### What happens when a person gets infected with HIV?

Stage 1: *The Hidden Infection*

**Right after the HIV gets into the body, nobody knows it's there . . .**

but the infected person can already spread the disease.

Stage 2: *The Discovery*

**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

The infected person can also spread the disease during this time.

Stage 3: *The Disease*

**This is the period in the AIDS disease when the patient is sick.**

The patient can, of course, infect other people.

Janice

### How can you get AIDS?

You get AIDS by getting specific body fluids—blood, semen, or vaginal secretions—from a person with the AIDS virus into your body. High-risk behaviors include (a) having unprotected sexual contact with an infected person—male or female and (b) using a needle that someone else has used.

Mark

### Can you get AIDS by giving blood?

Linda

### Can you get AIDS by getting blood?

# *A I D S - "This Can't Happen To Me"*

## AIDS INFORMATION SHEET

Bill **Can anyone get AIDS?**

---

Janice **Can you get AIDS from kissing?**

There are no known cases of AIDS from kissing, so it is very unlikely that someone can be infected even from deep kissing. Don't kiss if you have open sores in or on your mouth.

---

Mark **Can you get AIDS from clothes, toilet seats, swimming pools, or public places?**

---

Linda **Can the AIDS virus be transmitted from mothers to babies?**

---

Bill **Can I find out if I am infected with the AIDS virus?**

---

Janice **What does having a positive HIV blood test mean?**

It means you have been infected with the virus. The virus is in your blood and semen or vaginal secretions and can be spread to other people. It does **not** mean you have the AIDS disease. At present it seems that 30-40 percent of those people infected with the HIV will go on to get the AIDS disease within five years.

---

Mark **What are the symptoms of AIDS?**

# *A I D S - "This Can't Happen To Me"*

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

Janice **Does AIDS always kill you?**

It is not known yet if everyone who gets the AIDS virus gets sick, but everyone who has gotten sick from AIDS has died in months to years.

Mark **How can you reduce your chances of getting AIDS ?**

Remember: You ***can't tell by looking at someone*** if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

**If you are not infected with the AIDS virus,**
**you never have to be.**
**It's up to you!**

**Stop here and wait for teacher instructions.**

# Janice's Part

If there is no videotape, follow the instructions in the shaded box below.

If you have just seen the videotape and finished the role play, skip the shaded box and go straight to "After the Play".

## Getting Ready

You have only a few minutes to prepare for your part in the play. You are the Director and will tell the others when to begin.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

## Story

Your closest friend, Linda, has been dating Bill for over a year and a half, and they are engaged. They have decided not to have sex until after marriage, but they have been into heavy petting and deep kissing. You will learn the rest either from talking to Linda or Bill or by listening to their conversation.

## During the Play

Listen to Bill and Linda talk over their problem and give them answers to questions about AIDS if they ask. Linda may also want to talk over her problem with you. You should make sure that their decision is based on facts, not on fears or incorrect information.

## As Director

1. You will ask Bill to begin the play by telling his story to Mark or Linda.
2. If Bill runs out of things to say, ask him to tell all the facts:
    - that he is infected with HIV
    - where he got HIV
    - that he does not have AIDS
    - that he could transmit the virus through sex
    - the treatment
3. If Linda runs out of things to say, ask her to tell Bill the following:
    - how she feels about his problem (angry, confused, shocked, etc.)
    - what she is going to do about the relationship - still marry him, drop him like a "hot potato," or what? Why?
4. How will this affect her behavior with him? Will she talk with him? Hold his hand? Kiss him? Share personal items with him (combs, water glass, books, etc.)? Or have sex with him?
5. The play ends when Bill and Linda have made a decision.
6. When the play is over, read the directions on the next page under "After the Play." Then tell your group what to do.

*When you are finished reading this to yourself, check to be sure the others are finished. Then tell Bill to begin the play by telling his story to Mark or Linda.*

# Janice's Part Continued

## After the Play

Call on Mark to lead with his discussion questions. When Mark is finished with his questions, ask the group to dicuss the following:

1. What do you think are the major factors that determine whether people are sexually active before marriage? Outside of marriage?
2. What do you think are the major factors that lead couples to practice safer sex versus unsafe sex?

**The activity is over when the group has finished discussing the questions. Wait for your instructor to give you further directions.**

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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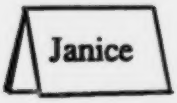

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Janice

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Janice

# "THIS CAN'T HAPPEN TO ME"

## AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:

# MARK

Developed by:
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## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# *AIDS - "It Can't Happen To Me"*

MARK 2

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.

**Janice, as Director, now tell Mark to begin.**

Mark **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Linda **What are some of the different STDs?**

Bill **Can you tell if a person is safe?**

Janice **How can you avoid getting STDs?**

# AIDS - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

MARK

3

Mark

### What is AIDS?

Its full name is Acquired Immune Deficiency Syndrome (AIDS). It is a disease that keeps your body from being able to fight infections and cancers. People with AIDS get very sick and die from many different infections.

Linda

### What causes AIDS?

Bill

### What happens when a person gets infected with HIV?

Stage 1: ***The Hidden Infection***

**Right after the HIV gets into the body, nobody knows it's there . . .**

**but the infected person can already spread the disease.**

Stage 2: ***The Discovery***

**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

**The infected person can also spread the disease during this time.**

Stage 3: ***The Disease***

**This is the period in the AIDS disease when the patient is sick.**

**The patient can, of course, infect other people.**

Janice

### How can you get AIDS?

Mark

### Can you get AIDS by giving blood?

There is no way you can get AIDS by giving blood because the blood banks use clean needles.

Linda

### Can you get AIDS by getting blood?

# AIDS - "It Can't Happen To Me"

MARK 4

## AIDS INFORMATION SHEET

Bill

### Can anyone get AIDS?

Janice

### Can you get AIDS from kissing?

Mark

### Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

No. The HIV dies quickly outside the human body.

Linda

### Can the AIDS virus be transmitted from mothers to babies?

Bill

### Can I find out if I am infected with the AIDS virus?

Janice

### What does having a positive HIV blood test mean?

Mark

### What are the symptoms of AIDS?

They can be different in different people, but there is usually fever, large weight loss, and swollen glands in the neck or under the arms. Sometimes there is coughing, shortness of breath and/or diarrhea. AIDS can look like a lot of other illnesses. See your doctor if you are worried.

# *A I D S - "It Can't Happen To Me"*

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

Janice **Does AIDS always kill you?**

Mark **How can you reduce your chances of getting AIDS?**

a. Never share needles for IV drug use or steroid injections.
b. Practice abstinence.
c. Never engage in sex without using a condom.

Remember: *You can't tell by looking at someone* if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

**If you are not infected with the AIDS virus,**
**you never have to be.**
**It's up to you!**

**Stop here and wait for teacher instructions.**

## Mark's Part

**If you have just seen the videotape and finished the role play, skip the shaded box below and go straight to "After the Play".**

**If there is no videotape, follow the instructions in the shaded box below.**

### Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

### Story

Your best friend Bill has been dating Linda for about a year and they are engaged. They have decided not to have sex until after marriage, but they have been into heavy petting and deep kissing. You will learn the rest from either talking with Bill or Linda or listening to their conversation.

### During the Play

- Listen to Bill and Linda talk over their problem; give them answers to questions about AIDS if they ask.
- Bill may also want to talk over his problem with you. If Bill talks to you first, should you encourage him to talk to Linda?
- You should make sure that their decision is based on facts, not on fears or incorrect information.

The play ends when Bill and Linda decide about their future.

### After the Play

Janice will ask you to lead a discussion of the questions that follow. Tell your groupmates to drop their roles and answer as themselves. Get each person's response to each question.

1. How do you think you would cope if you discovered you were infected with HIV?
2. How would it change your life?
3. Would you:
   a) tell your family? b) tell your friends? c) continue your education?
4. How would you want to be treated by your:
   a) family? b) friends? c) teachers?

When you are finished leading the discussion on these questions, Janice has some additional questions for discussion.

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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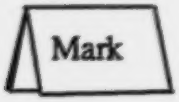

Fold on this line first.

Mark

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Mark

# Printing Instructions for CCL AIDS Team Packs

We realize that teachers who reproduce Team Packs themselves may have access only to white copy paper. If you have a school printshop, however, using colored paper per the following instructions should be no problem and will give you the advantage of color-coded student booklets. (Sending the sample booklets along with the printshop order may be helpful.) Remember that one Team Pack serves a team of four students in calculating your order, and to specify whether you wish them packaged as class sets as described below. One Teacher Instruction manual for each teacher using the materials may be sufficient rather than one in every class set.

| | | | |
|---|---|---|---|
| **AIDS Teacher Instructions manual** | | Staple once in top left corner. | |
| - Cover through p. 6 red | | | |
| - (Front) Cover | 1 side only | pp .1-6 | 2-sided |
| - pp. 7-11 pastel pink | | | |
| | | pp. 7-10 | 2-sided |
| p. 11 | 1 side only | | |
| - pp. 12-17 | white | | |
| - p. 12-14 | 1 side only | pp. 15-15a | 2 sided |
| - p. 16-17 | 1 side only | | |
| **AIDS Student Team Pack booklets:** | | | |
| Bill- print on pastel blue | | | |
| - (front) cover | 1 side only | pp. 1-6 | 2 sided |
| - namecard sheet | 1 side only | | |
| Janice- print on pastel yellow | | | |
| - (front) cover | 1 side only | pp. 1-6 | 2 sided |
| - p. 7, namecard sheet | | 1 side only | |
| Linda- print on pastel pink | | | |
| - (front) cover | 1 side only | pp. 1-6 | 2 sided |
| - namecard sheet | 1 side only | | |
| Mark- print on pastel green | | | |
| - (front) cover | 1 side only | pp. 1-6 | 2 sided |
| - namecard sheet | 1 side only | | |

Each student booklet should be stapled twice in left margin and collated into Team Packs (1 of each student booklet), and packaged in class sets--10 Team Packs + one Teacher Instruction manual--in a 10X13 envelope. Gummed label reading "AIDS" should be adhered to lower right corner of envelope.

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# TEACHER INSTRUCTIONS

## "This Can't Happen to Me"

AIDS Team Pack

Parker A. Small, Jr., M.D.
Michael Johnson, M.D.
Natalie Small, Ph.D.
Steve M. Dorman, Ph.D., M.P.H.
Pat Powers, Ed.S.
Anita Smart, M.A.E.

Developed by:
The Center for Cooperative Learning
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University of Florida
5700 SW 34th Street, Suite 323
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These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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The AIDS **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students overwhelmingly endorse this method of classroom activity.

## AIDS Team Pack Goals

To allow students to:

1. increase knowledge about AIDS
2. increase empathy for people with AIDS
3. decrease fear of people with AIDS
4. identify with the adverse consequences of risky behavior
5. encourage the modification of behavior to avoid the consequences of risky behavior

Each AIDS **Team Pack** provides a self-contained teaching unit for use by four students during two class periods. In the first period, students review questions and answers about AIDS, using a "jigsaw format". In the second period, students are involved in role play. The role play can be initiated by using either the printed version, in which the couple is abstinent, or the video version, in which the couple has been sexually active.

**TO THE TEACHER:**

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief five section booklet will guide you through the process.*

1. Information for teachers - pp. 1-6
2. Summary of students' questions and answers - pp. 7-10
3. Post test and answers - pp. 12-14
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 15
5. Blood test lab report forms for use with videotape - pp. 16-17

## Time Requirements

The activity consists of (1) an AIDS information exchange segment (2) a role play driven either by a scenario set up at the end of the printed information exchange (or by a videotape which sets up a slightly different scenario) and (3) a wrap-up discussion session--led by the teacher--immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Some teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the **Team Pack**.

## Procedures

•Decide in advance which role-play situation you will use following the **Team Pack**'s information exchange:

### Videotape scenario:

The videotape "It Can't Happen to Me", sets up a very realistic scenario in which the players (whom you may want to note are "older" teens) are sexually involved and have sexually active histories. If you don't have the videotape, you can obtain a copy from your curriculum supervisor or from the Center (see page 7 for address). If you plan to use the videotape, positive and negative result lab slips should be run off ahead of time (masters at end of this manual) to hand out to each Bill and Linda following the viewing. The use of different colored paper for positive and negative results will help you keep the "action" straight. The long version (19:30) includes a two-minute frank discussion on condom use which is omitted from the shorter version (17:15).

### Printed scenario:

The scenario printed as the final segment of the **Team Pack** sets up a situation appropriate for abstinence-based school systems.

Although the authors feel the videotape scenario does an extremely effective job of involving the students personally, you are by far the best judge of the acceptance level of your classes, and will therefore be able to choose the most effective role-play scenario for your group.

•A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center.

Familiarization with materials

• Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

Classroom preparation

•Students need to know how to get free, confidential medical information and treatment. Put the number and address of your local health clinic on the chalk board. The national VD hotline is 1-800-227-8922; the national AIDS hotline is 1-800-342-AIDS. Your state may also have a state toll-free hotline number which could be obtained from the local telephone directory or health department and from which students may be able to find more "local" assistance.

• Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (If you have an uneven number of students in your class, you may have to have some groups with only three students). If the video is used, try to arrange the room so that students will remain in their groups while viewing the videotape and, after the videotape, will be ready to receive their lab slips and immediately begin the role play without moving around.

## Roles

- If possible, Bill should be played by a male and Linda should be played by a female.
- In a group of three, Janice and Mark may be played by the same person.
- Once the students are in their groups, allow them to decide on the roles they play: (If there is a "natural leader" in the group, you may want to direct that person to Janice's role, as she is director of the play.)

**Bill** and **Linda** have been going steady with each other.

**Mark** is Bill's best friend and the person to whom Bill might choose to talk before confronting Linda. Mark leads a discussion within the group following the role play.

**Janice** is Linda's best friend and may be consulted by Linda after Bill talks to her. Janice, as director of the play, is the one most responsible for keeping the group on task.

**Videotape scenario:**

Both Bill and Linda were sexually active prior to meeting each other and have been having intercourse with each other. Bill gave blood and is called by the health department to have his blood retested for HIV antibody. Linda decides to go with him. The video takes them through pretesting counseling, and then the agonizing two-week wait for the results. When the couple return to the clinic for their results, the video ends and you, the teacher, then pass out the laboratory slips (see last pages).

Once Bill and Linda get their test results, they must discuss their problem and their futures.

**Printed scenario:**

The roles are similar to the video version, except that Bill and Linda have agreed not to have sex until after marriage, although they engage in heavy petting. Bill has never had sex nor used drugs. He was infected with HIV in 1984 when he received a blood transfusion after being in a car accident. (This was before donated blood was tested for HIV.)

## Supervising the Team Pack

### First Class Period - Information Exchange:

•Distribute the Team Packs.

• Getting the Class Started - Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class. (See p. 7 of this booklet.)

•After reading the instructions, tell each student to read and follow the instructions in boldface print at the bottom of his instruction sheet and wait for Janice to give further instructions. From this point, the activity should run itself under the guidance of Janice.

•Pages 7-11 consolidate all students' first five pages of questions and answers in the student booklets, so that you can track the group discussions. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can begin to detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the "Dysfunctional Groups-Diagnosis and Treatment" videotape for further information on dysfunctional groups.

Second Class Period - Role Play:

If you have chosen to use the:

## Videotape scenario

You should ask the students to stay in their groups of four for a role play to follow, but adjust seating so everyone can see the TV screen. You will want to have the "positive" and "negative" lab slips ready to hand out to all Bills and Lindas immediately after the videotape's conclusion to avoid losing its dramatic impact. You may want to randomize the slips, but we suggest that the best discussion situations will arise if all Bills test positive and all Lindas test negative. After Bill and Linda have decided what they're going to do, Mark and Janice have discussion questions for their groups (see below). After that discussion, you will want to "wrap up".

## Printed scenario

Read aloud the underlined part of the story:

> The four players are Bill and Linda, who have been dating for a year and a half, and their best friends, Janice and Mark. (If there are only three people, someone will have to play both Mark and Janice.) Bill and Linda are engaged and are into heavy petting and deep kissing, but have decided not to have sex until after marriage. Bill will act out telling Linda that there is a problem that the two of them need to discuss. They may also want to discuss this problem with Janice and Mark.

Instruct students to continue with page 6 of their booklets: Janice should again lead the group, first initiating the role play. After Bill and Linda have decided what they're going to do, Mark and Janice have discussion questions for their group (see below). After the conclusion of these discussions, you will want to "wrap up".

Mark's questions:

1. How do you think you would cope if you discovered you were infected with HIV?
2. How would it change your life?
3. Would you:
    - a) tell your family?
    - b) tell your friends?
    - c) continue your education?
4. How would you want to be treated by your:
    - a) family?
    - b) friends?
    - c) teachers?

Janice's questions:

1. What do you think are the major factors that determine whether people are sexually active before marriage? Outside of marriage?
2. What do you think are the major factors that lead couples to practice safer sex versus unsafe sex?

# Wrap-Up

•The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

•Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other. There are several suggestions to consider when conducting the debriefing:

•Practice the **WAIT TIME** concept. Research has shown that learning is increased 200-300% if one waits 3-5 seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.

•Ask probing questions that cannot be answered by a "yes" or "no."

## AIDS Activity Sample Questions for Teacher Wrap-up:

1. For "Bill":
    a. How did you feel when you saw your test results?
    b. Did you tell Linda first or your best friend? Why?
    c. How did you feel having to tell Linda (or your best friend) about your problem?
    d. How did you handle the situation?
2. For "Linda"
    a. How did you feel when you saw your test results?
    b. How did you feel when Bill told you? Did your feelings toward Bill change?
    c. What decisions did you make? Were your decisions based more on emotional or rational influences? Are you satisfied with these decisions?
    d. How did you go about making these decisions?
3. For "Janice"
    a. Did Bill and Linda come to a decision about the relationship?
    b. Do you think your friend Linda is being fair?
    c. How do you feel about your own risk factor? (especially with videotape)
4. For "Mark"
    a. Did Bill and Linda base their decision on factual information?
    b. What about your friendship with Bill?
    c. Are you going to do anything about your behavior?
5. In general:
    a. Would you feel differently if Bill had contracted AIDS in another way? Why?
    b. What was the most worthwhile part of the activity? The most difficult part?
    c. What support do people like Bill and Linda need?

# Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

## Note from the Authors

**Team Packs** (Group instructional methodology) are developed by trial and error. The AIDS **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

! ! Remember, the group should discuss each question before reading the answer ! !

**Janice, as Director, now tell Mark to begin.**

Mark

### What are sexually transmitted diseases (STDs)?

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Linda

### What are some of the different STDs?

**Stop! Before reading further, name as many as you can and give their main symptom (hint: many cause sores or discharge or warts).**

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

Bill

### Can you tell if a person is safe?

Not always! Often people are infected and do not know it. However, they can still spread the infection to someone else.

Janice

### How can you avoid getting an STD?

*The only absolutely sure way to avoid STDs is not to have sex!*

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

# AIDS INFORMATION SHEET

Mark

## What is AIDS?

Its full name is Acquired Immune Deficiency Syndrome (AIDS). It is a disease that keeps your body from being able to fight infections and cancers. People with AIDS get very sick and die from many different infections.

Linda

## What causes AIDS?

A virus called Human Immunodeficiency Virus (HIV). A virus is a germ that lives in the cells of the body. Antibiotics can kill bacteria but not viruses.

Bill

## What happens when a person gets infected with HIV?

### Stage 1: *The Hidden Infection*

Right after the HIV gets into the body, nobody knows it's there . . .

**but the infected person can already spread the disease.**

### Stage 2: *The Discovery*

One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.

**The infected person can also spread the disease during this time.**

### Stage 3: *The Disease*

This is the period in the AIDS disease when the patient is sick.

**The patient can, of course, infect other people.**

Janice

## How can you get AIDS?

You get AIDS by getting specific body fluid—blood, semen, or vaginal secretions—from a person with the AIDS virus into your body. High-risk behaviors include (a) having unprotected sexual contact with an infected person—male or female, and (b) using a needle that someone else has used.

Mark

## Can you get AIDS by giving blood?

There is no way you can get AIDS by giving blood because the blood banks use clean needles.

Linda

## Can you get AIDS by getting blood?

Getting a blood transfusion does have some risk, but now that all blood is tested, the risk is very low.

# AIDS INFORMATION SHEET

Bill

## Can anyone get AIDS?

Yes. Anyone can get AIDS. The AIDS virus doesn't care about your color, age, or sexual preference. It's merely transmitted when people engage in certain high risk behaviors: needle sharing and unprotected sex (anal, oral, and vaginal).

Janice

## Can you get AIDS from kissing?

There are no known cases of AIDS from kissing, so it is very unlikely that someone can be infected even from deep kissing. Don't kiss if you have open sores in or on your mouth.

Mark

## Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

No. The HIV dies quickly outside the human body.

Linda

## Can the AIDS virus be transmitted from mothers to babies?

Yes. About one-half to one-third of the babies of infected mothers will get the virus and eventually die of AIDS. They get the virus through the placenta or during birth. They also can get it from the mother's milk.

Bill

## Can I find out if I am infected with the AIDS virus?

Yes. A blood test detects antibodies to the virus and shows whether someone has been infected with the virus that causes AIDS. A blood test becomes positive one to six months after infection. Because of this, a negative blood test does not prove that you do not have the AIDS virus. A negative test means that you didn't have antibodies to the AIDS virus at the time you were tested. To be **certain**, you need a second blood test six months after the first. Be sure not to have any high risk behaviors (sexual or IV drugs) between blood tests. **Infected or not, you need to protect yourself.**

Janice

## What does having a positive HIV blood test mean?

It means you have been infected with the virus. The virus is in your blood and semen or vaginal secretions and can be spread to other people. It does **not** mean you have the AIDS disease. At present it seems that 30-40 percent of those people infected with the HIV will go on to get the AIDS disease within five years.

Mark

## What are the symptoms of AIDS?

They can be different in different people, but there is usually fever, large weight loss, and swollen glands in the neck or under the arms. Sometimes there is coughing, shortness of breath, and/or diarrhea. AIDS can look like a lot of other illnesses. See your doctor if you are worried.

# AIDS INFORMATION SHEET

Linda

## How long after being infected with HIV do you become sick?

It can be within a few months, or it can be many years. No one knows yet the longest period of time it may take to get sick. The average is about eight years.

Bill

## Can AIDS be cured?

No cure has yet been discovered. There are new drugs that might slow down the disease, but no drugs have been found that kill the virus.

Janice

## Does AIDS always kill you?

It is not known yet if everyone who gets HIV gets sick, but everyone who has gotten sick from AIDS has died in months to years.

Mark

## How can you reduce your chances of getting AIDS?

a. Never share needles for IV drug use or steroid injections.
b. Practice abstinence.
c. Never engage in sex without using a latex condom.

Remember: You *can't tell by looking at someone* if he or she is infected.
Don't take the chance! You can't always trust what they say, either.

Linda

## Do condoms prevent the transmission of AIDS?

Latex condoms are not a complete guarantee, but they cut down the chances of getting the AIDS virus by sexual contact. They only make sex safer, not safe.

Latex condoms lubricated with nonoxynol - 9 offer even greater protection.

If you are not infected with the AIDS virus,
you never have to be.
It's up to you!

## Stop here and wait for teacher instructions.

(End of student versions.)

TEACHERS:

TO INITIATE THE STUDENT ROLEPLAY YOU HAVE CHOSEN, GO TO TEACHER PAGE 5.

## Information for Teachers

### Objective Test

Following this page are twenty questions, which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

#### Answers to the Multiple Choice Questions

1. d
2. c
3. a
4. d
5. d
6. a
7. b
8. b
9. c
10. b
11. a
12. b
13. b
14. b
15. a
16. a
17. b
18. b
19. b
20. a

# AIDS Team Pack Objective Test

1. A married couple have never had sex with anyone but each other. They have never used IV drugs. To protect themselves against HIV infection, they should:
    a) abstain from sex.
    b) use condoms.
    c) use the pill.
    d) have no worries about getting AIDS.

2. What is the surest way to avoid getting a sexually transmitted disease?
    a) Have sexual intercourse with only 1 person.
    b) Get a medical check-up.
    c) Don't have sexual intercourse.
    d) Use a condom during sexual intercourse.

3. What are the early symptoms of AIDS?
    a) fever, unexplained weight loss and swollen glands
    b) acne, stomach ache and severe headaches
    c) severe muscular cramps and potassium deficiency
    d) asthma, allergies and hives

4. AIDS is caused by
    a) a bacteria called Human Immunology Disease.
    b) a bacteria called Human Immunology Virus.
    c) a virus called Human Immunology Disease.
    d) a virus called Human Immunodeficiency Virus.

5. You know a person is infected with the AIDS virus by the person's
    a) choice of sex partner ("straight or gay").
    b) gender or race.
    c) physical appearance.
    d) positive HIV blood test.

6. The HIV blood test checks the blood for
    a) the antibodies produced by the body against the virus.
    b) white blood cells infected with the virus.
    c) the presence of the AIDS virus.
    d) Human Immunodeficiency Virus.

7. Pick the true ending for the following statement:
Having a positive HIV blood test means the person
    a) has AIDS.
    b) can spread HIV and may develop AIDS.
    c) is protected against AIDS.
    d) should not attend school.

8. How long after a person becomes infected with HIV will it take for a blood test to be positive?
   a) 1-6 days
   b) 1-6 months
   c) 1-6 weeks
   d) after 12 months

9. What is the **surest** way to avoid being infected with HIV?
   a) Limit the number of sex partners.
   b) Share a drug needle with only one friend.
   c) Abstain from sexual intercourse and intravenous (IV) drug use.
   d) Use condoms with sexual partners.

## For Questions 10-20: Mark each sentence ending
## a for true b for false

The following is a way the AIDS virus is transmitted:

10. Using condoms and having just one sex partner.

11. Getting infected body fluids (such as semen, vaginal secretions or blood) into your body.

12. Shaking hands with an infected person.

13. Being in the same classroom with an infected person.

14. Getting an infected person's tears or sweat on your skin.

15. Sharing needles with an infected person.

16. Having unprotected anal, oral or vaginal intercourse with an infected person.

17. Using the same toilet as an infected person.

18. Hugging or kissing an infected person.

19. Donating blood at a local blood bank.

20. Spreading HIV from an infected mother through the placenta or breast milk to the unborn baby.

# AIDS Team Pack

## Evaluation Form

**Last Name:** ____________________ **First Name:** ____________________

**Position:** ____________________ **County Name:** ____________________

**School Name (Agency where used):** ________________________________________

**Address:** ________________________________________

Street number or PO Box City ST ZIP

**Used on Date:** ____________ in ____________________ class (LMS, science,?)

**Please circle the most appropriate answer:**

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**
*(We also need to know each period and # of students each period this material is used. Thank you.)*

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Comments:** (especially suggestions for future improvements)

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in AIDS prevention.**

Center for Cooperative Learning
5700 S.W. 34th Street
Suite 323
Gainesville, FL  32608

## HIV BLOOD TEST RESULTS

| | | | | |
|---|---|---|---|---|
| **ELISA** | POSITIVE | ☐ | NEGATIVE | ☒ |
| **WESTERN BLOT** | POSITIVE | ☐ | NEGATIVE | ☐ |

### INTERPRETATION:

PATIENT HAS NO ANTIBODY AGAINST HIV; MAY NEED TO BE RETESTED IN 6 MOS. TO RULE OUT HIV INFECTION.

---

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**INTERPRETATION:**

PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

---

## HIV BLOOD TEST RESULTS

| | | | | |
|---|---|---|---|---|
| **ELISA** | POSITIVE | ☒ | NEGATIVE | ☐ |
| **WESTERN BLOT** | POSITIVE | ☒ | NEGATIVE | ☐ |

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PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

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**INTERPRETATION:**

PATIENT HAS ANTIBODY AGAINST HIV AND IS THEREFORE INFECTED WITH HIV

# “THIS CAN'T HAPPEN TO ME”

## AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:

# LINDA

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

**These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida**

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NAMECARD EDITION R4/92

137

# *AIDS - "It Can't Happen To Me"*

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# AIDS - "It Can't Happen To Me"

**LINDA 2**

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.

**Janice, as Director, now tell Mark to begin.**

---

Mark

### What are sexually transmitted diseases (STDs)?

---

Linda

### What are some of the different STDs?

**Stop!** **Before reading further, name as many as you can and give their main symptom (hint: many cause sores or discharge or warts).**

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common.

---

Bill

### Can you tell if a person is safe?

---

Janice

### How can you avoid getting STDs?

# A I D S - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

---

Mark

### What is AIDS?

---

Linda

### What causes AIDS?

A virus called Human Immunodeficiency Virus (HIV). A virus is a germ that lives in the cells of the body. Antibiotics can kill bacteria but not viruses.

---

Bill

### What happens when a person gets infected with HIV?

Stage 1: *The Hidden Infection*

**Right after the HIV gets into the body, nobody knows it's there . . .**

but the infected person can already spread the disease.

Stage 2: *The Discovery*

**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

The infected person can also spread the disease during this time.

Stage 3: *The Disease*

**This is the period in the AIDS disease when the patient is sick.**

The patient can, of course, infect other people.

---

Janice

### How can you get AIDS?

---

Mark

### Can you get AIDS by giving blood?

---

Linda

### Can you get AIDS by getting blood?

Getting a blood transfusion does have some risk, but now that all blood is tested, the risk is very low.

# *A I D S - "It Can't Happen To Me"*

## AIDS INFORMATION SHEET

Bill

**Can anyone get AIDS?**

Janice

**Can you get AIDS from kissing?**

Mark

**Can you get AIDS from clothes, toilet seats, swimming pools, or public places?**

Linda

**Can the AIDS virus be transmitted from mothers to babies?**

Yes. About one-third of the babies of infected mothers will get the virus and eventually die of AIDS. They get the virus through the placenta or during birth. They also can get it from the mother's milk.

Bill

**Can I find out if I am infected with the AIDS virus?**

Janice

**What does having a positive HIV blood test mean?**

Mark

**What are the symptoms of AIDS?**

## AIDS INFORMATION SHEET

Linda

### How long after being infected with HIV do you become sick?

It can be within a few months, or it can be many years. No one knows yet the longest period of time it may take to get sick. The average is about eight years.

Bill

### Can AIDS be cured?

Janice

### Does AIDS always kill you?

Mark

### How can you reduce your chances of getting AIDS ?

Remember: You ***can't tell by looking at someone*** if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda

### Do condoms prevent the transmission of AIDS?

Latex condoms are not a complete guarantee, but they cut down the chances of getting the AIDS virus by sexual contact. They only make sex **safer**, not safe.

Latex condoms lubricated with nonoxynol - 9 offer even greater protection.

**If you are not infected with the AIDS virus,**
**you never have to be.**
**It's up to you!**

## Stop here and wait for teacher instructions.

# Linda's Part

**If you have just seen the videotape, follow instructions on this page, skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.**

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
**BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.**

## Story

You have been dating Bill for a year and a half and you are engaged. You have not had sex together; you have agreed not to have sex until after marriage, but you have been doing some heavy petting and deep kissing.

## During the Play

When Janice tells Bill to begin the play, he will either tell you his story or talk to Mark. If he chooses to talk to Mark first, pretend you are not there. When he talks to you, respond as you think you would if this were real.

1. How will you first react?
2. Make sure he tells you all the facts.
3. What are your chances of having already been infected with HIV?
4. How will this affect your relationship and your future? Will you drop him "like a hot potato"? Will you still marry him? What about having children?
5. If you decided to keep your relationship with Bill, what can you do to reduce your chances of getting infected?
6. Discuss what you and Bill should do. Realizing that you really love him, what could you do to help him without putting yourself at risk?

You should also talk over your problem with your good friend, Janice. If you have questions about AIDS during the play, ask Janice or Mark to look up the answers on their information sheets.

The play ends when you and Bill have made a decision.

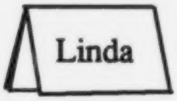
After the play, Mark and Janice will have some questions to discuss with the group.

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

BEST COPY AVAILABLE

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Linda

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Linda

# “THIS CAN'T HAPPEN TO ME”

## AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

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# MARK

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NAMECARD EDITION R4/92

# AIDS - "It Can't Happen To Me"

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**TURN THE PAGE**

M
A
R
K
2

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

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Mark **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Linda **What are some of the different STDs?**

Bill **Can you tell if a person is safe?**

Janice **How can you avoid getting STDs?**

# AIDS - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Its full name is Acquired Immune Deficiency Syndrome (AIDS). It is a disease that keeps your body from being able to fight infections and cancers. People with AIDS get very sick and die from many different infections.

---

Linda

### What causes AIDS?

---

Bill

### What happens when a person gets infected with HIV?

Stage 1: *The Hidden Infection*

**Right after the HIV gets into the body, nobody knows it's there . . .**

but the infected person can already spread the disease.

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**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

The infected person can also spread the disease during this time.

Stage 3: *The Disease*

**This is the period in the AIDS disease when the patient is sick.**

The patient can, of course, infect other people.

---

Janice

### How can you get AIDS?

---

Mark

### Can you get AIDS by giving blood?

There is no way you can get AIDS by giving blood because the blood banks use clean needles.

---

Linda

### Can you get AIDS by getting blood?

# *AIDS - "It Can't Happen To Me"*

**MARK 4**

## AIDS INFORMATION SHEET

Bill

### Can anyone get AIDS?

Janice

### Can you get AIDS from kissing?

Mark

### Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

No. The HIV dies quickly outside the human body.

Linda

### Can the AIDS virus be transmitted from mothers to babies?

Bill

### Can I find out if I am infected with the AIDS virus?

Janice

### What does having a positive HIV blood test mean?

Mark

### What are the symptoms of AIDS?

They can be different in different people, but there is usually fever, large weight loss, and swollen glands in the neck or under the arms. Sometimes there is coughing, shortness of breath and/or diarrhea. AIDS can look like a lot of other illnesses. See your doctor if you are worried.

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

Janice **Does AIDS always kill you?**

Mark **How can you reduce your chances of getting AIDS?**

a. Never share needles for IV drug use or steroid injections.
b. Practice abstinence.
c. Never engage in sex without using a condom.

Remember: ***You can't tell by looking at someone*** if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

**If you are not infected with the AIDS virus, you never have to be. It's up to you!**

**Stop here and wait for teacher instructions.**

# Mark's Part

**If you have just seen the videotape and finished the role play, skip the shaded box below and go straight to "After the Play".**

**If there is no videotape, follow the instructions in the shaded box below.**

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

## Story

Your best friend Bill has been dating Linda for about a year and they are engaged. They have decided not to have sex until after marriage, but they have been into heavy petting and deep kissing. You will learn the rest from either talking with Bill or Linda or listening to their conversation.

## During the Play

- Listen to Bill and Linda talk over their problem; give them answers to questions about AIDS if they ask.
- Bill may also want to talk over his problem with you. If Bill talks to you first, should you encourage him to talk to Linda?
- You should make sure that their decision is based on facts, not on fears or incorrect information.

The play ends when Bill and Linda decide about their future.

## After the Play

Janice will ask you to lead a discussion of the questions that follow. Tell your groupmates to drop their roles and answer as themselves. Get each person's response to each question.

1. How do you think you would cope if you discovered you were infected with HIV?
2. How would it change your life?
3. Would you:
   a) tell your family? b) tell your friends? c) continue your education?
4. How would you want to be treated by your:
   a) family? b) friends? c) teachers?

When you are finished leading the discussion on these questions, Janice has some additional questions for discussion.

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

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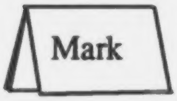

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Mark

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Mark

# "THIS CAN'T HAPPEN TO ME"

## AIDS Team Pack

Parker A. Small, Jr., M.D., Michael Johnson, M.D.
Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.

CHARACTER:
## BILL

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed and distributed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# AIDS - *"It Can't Happen To Me"*

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.
**Janice, as Director, now tell Mark to begin.**

---

Mark **What are sexually transmitted diseases (STDs)?**

---

Linda **What are some of the different STDs?**

---

Bill **Can you tell if a person is safe?**

Not always! Often people are infected and do not know it. However, they can still spread the infection to someone else.

---

Janice **How can you avoid getting STDs?**

# A I D S - "It Can't Happen To Me"

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Linda

### What causes AIDS?

Bill

### What happens when a person gets infected with HIV?

**Stage 1**: *The Hidden Infection*

Right after the HIV gets into the body, nobody knows it's there . . .

**but the infected person can already spread the disease.**

**Stage 2**: *The Discovery*

One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.

**The infected person can also spread the disease during this time.**

**Stage 3**: *The Disease*

This is the period in the AIDS disease when the patient is sick

**The patient can, of course, infect other people.**

Janice

### How can you get AIDS?

Mark

### Can you get AIDS by giving blood?

Linda

### Can you get AIDS by getting blood?

## AIDS INFORMATION SHEET

---

Bill

### Can anyone get AIDS?

Yes. Anyone can get AIDS. The AIDS virus doesn't care about your color, age, or sexual preference. It's merely transmitted when people engage in certain high risk behaviors: needle sharing and unprotected sex (anal, oral, and vaginal).

---

Janice

### Can you get AIDS from kissing?

---

Mark

### Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

---

Linda

### Can the AIDS virus be transmitted from mothers to babies?

---

Bill

### Can I find out if I am infected with the AIDS virus?

Yes. A blood test detects antibodies to the virus and shows whether someone has been infected with the virus that causes AIDS. A blood test becomes positive one to six months after infection. Because of this, a negative blood test does not prove that you do not have the AIDS virus. A negative test means that you didn't have the antibodies to the AIDS virus at the time you were tested. To be **certain**, you need a second blood test six months after the first. Be sure not to have any high risk behaviors (sexual or IV drugs) between blood tests. **Infected or not, you need to protect yourself.**

---

Janice

### What does having a positive HIV blood test mean?

---

Mark

### What are the symptoms of AIDS?

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

No cure has yet been discovered. There are new drugs that might slow down the disease, but no drugs have been found that kill the virus.

Janice **Does AIDS always kill you?**

Mark **How can you reduce your chances of getting AIDS ?**

Remember: *You can't tell by looking at someone* if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

If you are not infected with the AIDS virus,
you never have to be.
It's up to you!

**STOP HERE AND WAIT FOR TEACHER INSTRUCTIONS**

# Bill's Part

**If you have just seen the videotape and finished the role play, skip the shaded box below and go straight to "After the Play".**

**If there is no videotape, follow the instructions in the shaded box below.**

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Janice will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

## Story

You and Linda have been dating for a year and a half, and you are engaged. You have both agreed not to have sex until after marriage, but you are into heavy petting and deep kissing. A month ago you gave blood, and the blood bank told you to see a doctor. The doctor did some blood tests and yesterday told you that the test showed that you had antibodies to HIV in your blood and are, therefore, infected with the AIDS Virus. You've never used IV drugs or had sex with a male or female. You could have gotten infected in 1984 when you had a blood transfusion following a car accident. (This was before blood was tested for HIV.) You need to talk this very serious problem over with Linda, or maybe first with your good friend Mark. If you choose to talk to Mark first, should you talk to Linda afterwards?

## During the Play

- When Janice tells you to begin the play, start by talking to Mark or Linda. Tell him or her what the doctor told you.
- Read these questions and think about the answers before you talk to Mark or Linda.
    1. To whom are you going to talk first, Linda or Mark?
    2. How did you get HIV?
    3. What are you going to say about your problem? Note: You are infected with HIV and have antibodies in your blood, but you have no AIDS symptoms yet.
    4. What will your future be in terms of your health and social life?
    5. If you get AIDS, how will it change your behavior, including your sex life?
    6. How will it change your relationship with Linda?

•The play ends when you and Linda have decided about your future.

When you have finished reading this, wait for Janice to tell you to start by telling your story to either Mark or Linda.

•After the play, Mark and Janice will have some questions to discuss with the group.

## Note from the Authors:

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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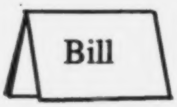

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Bill

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Bill

# "THIS CAN'T HAPPEN TO ME"

## AIDS Team Pack

**Parker A. Small, Jr., M.D., Michael Johnson, M.D.**
**Natalie Small, Ph.D., Steve M. Dorman, Ph.D., M.P.H.**

CHARACTER:

# JANICE

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
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## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals of this activity are to:

1. Increase your knowledge of HIV infection, including methods of prevention.
2. Decrease your fear of patients with HIV infection.
3. Increase your empathy for patients with HIV infection.
4. Increase your awareness of some of the social and ethical issues related to HIV infection.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Janice will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

# *AIDS - "This Can't Happen To Me"*

## INFORMATION SHEET ABOUT SEXUALLY TRANSMITTED DISEASES

1. Janice calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. Remember, the group should discuss each question before reading the answer. This booklet is yours to keep.
**Janice, as Director, now tell Mark to begin.**

Mark **What are sexually transmitted diseases (STDs)?**

Linda **What are some of the different STDs?**

Bill **Can you tell if a person is safe?**

Janice **How can you avoid getting STDs?**

**The only absolutely sure way to avoid STDs is not to have sex!**

If you choose to have sex, there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

## AIDS INFORMATION SHEET

Mark

### What is AIDS?

Linda

### What causes AIDS?

Bill

### What happens when a person gets infected with HIV?

Stage 1: *The Hidden Infection*

**Right after the HIV gets into the body, nobody knows it's there . . .**

but the infected person can already spread the disease.

Stage 2: *The Discovery*

**One to six months later, a blood test will show that the person is infected. This test measures antibody (the body's response) to the virus.**

The infected person can also spread the disease during this time.

Stage 3: *The Disease*

**This is the period in the AIDS disease when the patient is sick.**

The patient can, of course, infect other people.

Janice

### How can you get AIDS?

You get AIDS by getting specific body fluids—blood, semen, or vaginal secretions—from a person with the AIDS virus into your body. High-risk behaviors include (a) having unprotected sexual contact with an infected person—male or female and (b) using a needle that someone else has used.

Mark

### Can you get AIDS by giving blood?

Linda

### Can you get AIDS by getting blood?

## AIDS INFORMATION SHEET

Bill

### Can anyone get AIDS?

Janice

### Can you get AIDS from kissing?

There are no known cases of AIDS from kissing, so it is very unlikely that someone can be infected even from deep kissing. Don't kiss if you have open sores in or on your mouth.

Mark

### Can you get AIDS from clothes, toilet seats, swimming pools, or public places?

Linda

### Can the AIDS virus be transmitted from mothers to babies?

Bill

### Can I find out if I am infected with the AIDS virus?

Janice

### What does having a positive HIV blood test mean?

It means you have been infected with the virus. The virus is in your blood and semen or vaginal secretions and can be spread to other people. It does **not** mean you have the AIDS disease. At present it seems that 30-40 percent of those people infected with the HIV will go on to get the AIDS disease within five years.

Mark

### What are the symptoms of AIDS?

## AIDS INFORMATION SHEET

Linda **How long after being infected with HIV do you become sick?**

Bill **Can AIDS be cured?**

Janice **Does AIDS always kill you?**

It is not known yet if everyone who gets the AIDS virus gets sick, but everyone who has gotten sick from AIDS has died in months to years.

Mark **How can you reduce your chances of getting AIDS ?**

Remember: You ***can't tell by looking at someone*** if he or she is infected. Don't take the chance! You can't always trust what they say, either.

Linda **Do condoms prevent the transmission of AIDS?**

**If you are not infected with the AIDS virus,**
**you never have to be.**
**It's up to you!**

**Stop here and wait for teacher instructions.**

# Janice's Part

**If there is no videotape, follow the instructions in the shaded box below.**

**If you have just seen the videotape and finished the role play, skip the shaded box and go straight to "After the Play".**

## Getting Ready

You have only a few minutes to prepare for your part in the play. You are the Director and will tell the others when to begin.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF NOW.

## Story

Your closest friend, Linda, has been dating Bill for over a year and a half, and they are engaged. They have decided not to have sex until after marriage, but they have been into heavy petting and deep kissing. You will learn the rest either from talking to Linda or Bill or by listening to their conversation.

## During the Play

Listen to Bill and Linda talk over their problem and give them answers to questions about AIDS if they ask. Linda may also want to talk over her problem with you. You should make sure that their decision is based on facts, not on fears or incorrect information.

## As Director

1. You will ask Bill to begin the play by telling his story to Mark or Linda.
2. If Bill runs out of things to say, ask him to tell all the facts:
    - that he is infected with HIV
    - where he got HIV
    - that he does not have AIDS
    - that he could transmit the virus through sex
    - the treatment
3. If Linda runs out of things to say, ask her to tell Bill the following:
    - how she feels about his problem (angry, confused, shocked, etc.)
    - what she is going to do about the relationship - still marry him, drop him like a "hot potato," or what? Why?
4. How will this affect her behavior with him? Will she talk with him? Hold his hand? Kiss him? Share personal items with him (combs, water glass, books, etc.)? Or have sex with him?
5. The play ends when Bill and Linda have made a decision.
6. When the play is over, read the directions on the next page under "After the Play." Then tell your group what to do.

*When you are finished reading this to yourself, check to be sure the others are finished. Then tell Bill to begin the play by telling his story to Mark or Linda.*

# Janice's Part Continued

## After the Play

Call on Mark to lead with his discussion questions. When Mark is finished with his questions, ask the group to dicuss the following:

1. What do you think are the major factors that determine whether people are sexually active before marriage? Outside of marriage?
2. What do you think are the major factors that lead couples to practice safer sex versus unsafe sex?

**The activity is over when the group has finished discussing the questions. Wait for your instructor to give you further directions.**

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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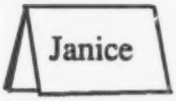

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Janice

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Janice

# TEACHER INSTRUCTIONS

## Gonorrhea Team Pack

## "COURTING TROUBLE"

Parker A. Small, Jr., M.D.
Pat Powers, Ed.S.

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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# Teacher Information: Gonorrhea Team Pack

The Gonorrhea **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students and teachers overwhelmingly endorse this method of classroom activity.

## Gonorrhea Team Pack Objectives

1. TO ENCOURAGE TEENAGERS TO ABSTAIN FROM SEXUAL INTERCOURSE.
   This objective is slightly modified and listed last in the student booklets in order to keep from "turning off" the students who most need to hear this message.
2. To increase the student's knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia:
   - a) how they are spread
   - b) the symptoms
   - c) the treatment
   - d) complications if left untreated.
3. To inform sexually active students how to practice "safer sex" by:
   - a) always using a condom properly when having sex,
   - b) remaining faithful to one disease-free sex partner, and
   - c) discussing one's sexual and medical history before engaging in sexual activity.
4. To encourage any student who suspects that he/she might have an STD to visit a doctor or the local health clinic.
5. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as possible.
6. To explore any other information relating to STD's which may help students protect their health.

**Each Team Pack provides a self-contained teaching unit for use by four students during two class periods. In the first period, students review questions and answers about STDs, using a "jigsaw" format. In the second period, students are involved in role play.**

TO THE TEACHER:

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief five-section booklet will guide you through the process.*

1. Information for teachers - pp. 1-5.
2. Summary of students' questions and answers - pp. 6-11.
3. Post test and answers - pp. 12-15.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 16 (address on back).

## Information for Teachers (2)

*To encourage spontaneity and to increase the impact of the role play, it is recommended that you not give the students information about the nature of their roles. They will learn about their parts as they read the* ***Team Packs****.*

## Time Requirements

The activity consists of (1) a "jigsawed" information exchange segment (2) a role play driven either by a printed scenario or by a videotape (same situation), and (3) a wrap-up discussion session—led by the teacher—immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Some teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the **Team Pack** so that students are not rushed through the sharing of their learning and reactions, which is very important in cooperative learning.

## Procedures

•Decide in advance which method of role-play presentation you will use following the **Team Pack**'s information exchange:

### Videotape scenario:

**The videotape "Courting Trouble", sets up a very realistic role-play scenario in which the players (whom you may want to note are "older" teens) are sexually involved and have sexually active histories. If you don't have the videotape, you can obtain a copy from your curriculum supervisor or from the Center (see page 6 for address). "Courting Trouble" runs for 11 minutes and will have maximum effect in engaging students whose learning patterns are primarily visual.**

### Printed scenario:

**The same role-play scenario is printed as the final segment of the Team Pack. This presentation is quite effective with students who have skills in visualization from verbal and/or from written descriptions, and can be used when video equipment is not conveniently available.**

Familiarization with materials

• A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The video tape should be available through the school's curriculum supervisor or the Center. (See p. 6 for address.)

• Going through the **Team Pack** with two or three other teachers who take the roles the students would play is the best way to familarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

# Information for Teachers (3)

Classroom preparation

- Students need to know how to get free, confidential medical information. Write the number and address of the local health clinic on the chalk board. The national VD hot line number is 1 (800) 227-8922.
- Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (some groups may have only three students if necessary). If the video is used, try to arrange the room so students can remain in their groups while viewing the videotape.
- If possible, Mike should be played by a male and Lisa should be played by a female. Sandy and Carol may be played by either a male or female. In a group of three Sandy and Carol may be played by the same person.
- Once the students are in their groups, allow them to decide on the roles they play: (If there is a "natural leader" in the group, you may want to direct that person to Carol's role, as she is director of the play.

## Roles

Mike has been going steady with Lisa. They have been having sex. While Lisa was out of town, visiting her grandmother, Mike had sex with a woman he met while playing basketball with friends. He caught gonorrhea from her. The doctor has treated him and told him that he must inform both females that they need to see a doctor.

Lisa has been going steady with Mike and having sex exclusively with him. She had sex with Mike after she returned from her trip. After Mike "confesses" to her, Lisa must decide what to do about going to the doctor and about her relationship with Mike.

Sandy is Mike's best friend and the person to whom Mike might choose to talk before confronting Lisa. Sandy is the expert on gonorrhea, and he (she) leads a discussion within the group following the role playing.

Carol is Lisa's best friend and may be consulted by Lisa after Mike talks to her. Carol is also the director of the play, the one most responsible for keeping the group on task and for telling students to "respond the way you would if it were your life".

## Supervising the Team Pack

### First Class Period - Information Exchange

- Distribute the Team Packs.
- Getting the Class Started - Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class. (See p. 6 of this booklet.)
- After reading the instructions, tell each student to read the boldface print at the bottom of the instruction sheet and wait for Carol to give further instructions. From this point, the activity should run itself under the guidance of Carol. If this is the first Team Pack done by the class, the teacher may want to lead the class through one or two questions depending on the ability of the groups.

# Information for Teachers (4)

•Pages 6-11 provide the student jigsaw questions and answers (pp. 1-6 in student booklets) so that you can track the group discussions as needed. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the "Dysfunctional Groups-Diagnosis and Treatment" videotape for further information on dysfunctional groups.

## Second Class Period - Role Play:

**If you have chosen to use the:**

### Videotape scenario

**You should ask the students to stay in their groups of four for a role play to follow, but adjust seating so everyone can see the TV screen. You will want them to assume their screen character's role immediately after the videotape's conclusion to avoid losing its dramatic impact. The "story" is identical to the print scenario. After Mike and Lisa have decided what they're going to do, Sandy and Carol have discussion questions for their groups (see below). After that discussion, you will want to "wrap up".**

### Printed scenario

**Read aloud the underlined part of the story:**

**Your friends Mike and Lisa have been going steady for about one year and have been having sex together for about three months. Lisa has never had a steady boyfriend before Mike, and has never had sex with anyone else. Mike, on the other hand, played basketball four days ago with Sandy and some of the other guys. While there, he met a girl, went home with her and had sex with her. Last night, he had sex with Lisa. You will learn the rest from either talking with Mike or "eavesdropping" on their conversation.**

**Instruct students to continue with page 7 of their booklets: Carol should again lead the group, and initiate the role play. After Mike and Lisa have decided what they're going to do, Sandy and Carol have discussion questions for their group (see below). After the conclusion of these discussions, you will want to "wrap up".**

Sandy's questions:

1. What would happen if Mike didn't tell Lisa he had gonorrhea?
2. If Lisa doesn't have any symptoms, does she need to go to the clinic?
3. How could they have avoided or decreased the chance of becoming infected?
4. If a student goes to the clinic, will the parents be told?
5. Is is possible that Mike has both gonorrhea and chlamydia?
6. What other disturbing possibilities must be considered?

Carol's questions:

1. What will happen if Mike and Lisa ignore the gonorrhea.
2. If you, as best friend, had known about Mike and the girl at the basketball court, should you have told Lisa? Why or why not?
3. If you know other girls who are thinking of dating Mike, should you tell them anything about him? If so, what?
4. In a relationship, is honesty a real issue? Should Mike and Lisa have discussed prior sexual partners and the possibility of an HIV test before having sexual relations?

## Wrap-Up

- The wrap-up discusssion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.
- Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other.

There are several suggestions to consider when conducting the debriefing:

- Practice the WAIT TIME concept. Present a question to the class and wait four or five seconds before calling on someone for a response.
- Ask probing questions that cannot be answered by a "yes" or "no."
  Example: "What did you like about playing the role of Lisa?" instead of "Did you like playing the role of Lisa?"

## Gonorrhea Activity Sample Questions for Teacher Wrap-up:

1. For "Mike":
   - a. Did you tell Lisa first or your best friend? Why?
   - b. How did you feel having to tell Lisa (or Sandy) about your problem?
   - c. How did you handle the situation?
2. For "Lisa"
   - a. How did you feel when Mike told you? Did your feelings toward Mike change?
   - b. What did you say?
   - c. Did you believe Mike that this was a "once only" event?
3. In general:
   - a. What was the most worthwhile part of the activity?
   - b. What was the most difficult part of the activity?
   - c. Did the activity help you to think about your own dating relationship--explain.

# Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

(Carol's copy only reads:) Carol, as director, tell your group members to turn the page and start reading and discussing the information sheet.

**TURN THE PAGE**

## Note from the Authors

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1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep. !!Remember, the group should discuss each question before reading the answer!! **Carol, as Director, now tell Mike to begin.**

Mike **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Lisa **What are some of the different STDs?**

**Stop!** Before reading further, name as many as you can and give their main symptom (hint: cause sores or discharge or warts)!

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common. Incidentally, yeast infection of the vagina is not an STD.

Sandy **Can you tell if a person is safe?**

Not always! Sometimes people are infected and do not know it. However, they can still spread the infection to someone else.

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

An infection, usually of the genitals, caused by a bacteria.

Lisa **What are the symptoms?**

Men feel a burning sensation when they urinate, and there can be a yellow/white discharge from the tip of the penis. Women can have a vaginal discharge and sometimes pain in the lower abdomen. It is possible for someone, especially a female, to be infected with the bacteria, be able to transmit the bacteria to other people, but have no symptoms herself.

Sandy **How do you get it?**

By sexual contact with someone who is infected, even if that person has no symptoms.

Carol **Can you get it from having sex with someone just once?**

Yes. You can get any STD from having sex once.

Mike **Can you get it from kissing?**

It rarely causes symptoms in the mouth or throat, but it can sometimes be passed between the throat and the genitals by oral sex.

Lisa **Can you get it from clothes or toilet seats?**

No.

Sandy **How soon do you get symptoms after having sex?**

Anywhere from two to eight days.*

***Note to teacher: Which explains why Mike must have caught the disease from the girl he met at the basketball court. He could not have caught gonorrhea from Lisa because his symptoms started too soon (only one day) after he had sex with Lisa.***

Continue the Gonorrhea Information Sheet on the next page

# Gonorrhea Information Sheet (continued)

Carol

## Can it be cured? How?

Yes. Medicines that kill gonorrhea bacteria can cure the disease. Such medicines--called antibiotics--come either as pills or as a shot. The test to find out if you have gonorrhea is NOT painful.

Mike

## Do the antibiotics cure you permanently?

Yes, they cure all the gonorrhea in your body, BUT antibiotics don't protect you from getting it again.

Lisa

## What are the effects of gonorrhea if it is not treated?

If a female has it long enough, it may cause scarring and make it difficult or impossible to have babies. It also occasionally can spread outside the genitals to the rest of the body, making her very ill. Untreated gonorrhea in men can cause sterility.

Sandy

## Do latex condoms prevent transmission of gonorrhea?

If used correctly, the latex condom prevents transmission of gonorrhea most of the time. Latex condoms do have a failure rate of about 10%, but are far better than no protection at all. But other forms of birth control--such as the pill--do NOT protect you.

Carol

## How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?

Costs of Public Health clinic visits vary according to your ability to pay, but no one is turned away. If you are unable to pay anything, you will still be tested and treated. You can call them to ask about costs, clinic times and appointments.

Parents are NOT told about any visit.

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Like gonorrhea, it is an infection of the genitals. It is caused by Chlamydia bacteria which are transmitted by sexual intercourse.

Lisa

### What symptoms are caused by chlamydia?

Chlamydia causes the same symptoms as gonorrhea (see previous page on the symptoms of gonorrhea).

Sandy

### How is chlamydia different from gonorrhea?

Chlamydia is different in ***two major ways:***

1. Chlamydia is treated with ***drugs*** that ***are different*** from the drugs that treat gonorrhea.

2. Chlamydia is much ***harder to detect*** and test for than gonorrhea. A doctor isn't always sure when chlamydia is present; therefore, the person with symptoms of chlamydia sometimes needs to be treated before it is proven whether s/he has chlamydia.

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Yes. Many people with a penile discharge or a vaginal discharge and lower abdominal pain are infected with both. This is why people with these symptoms are often given two drugs, and it is important to take both drugs.

Mike

### Can you have chlamydia without having symptoms?

Yes. This is why the partner of someone with chlamydia should always be treated, even if he or she feels well.

Continue the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa

### Does chlamydia spread in the body or cause serious symptoms?

It can spread in the body, as gonorrhea, and it can cause scarring and make a woman unable to have a baby, as can gonorrhea. If untreated it can also cause sterility in men.

---

Sandy

### Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

---

Carol

### What are some of the reasons some teens have sex when they really don't want to?

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to...**especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Objective Test

Following this page are twenty questions which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

### Answers to the Multiple Choice Questions

1. c
2. d
3. a
4. d
5. b
6. a
7. d
8. d
9. b
10. c
11. d
12. c
13. a
14. b
15. b
16. d
17. c
18. c
19. b
20. d

# Gonorrhea Team Pack Objective Test

1. Gonorrhea is:
    - a) a disease for which there is no effective treatment
    - b) a lack of white blood cells
    - c) an infection caused by bacteria
    - d) an incurable virus

2. A person gets gonorrhea by:
    - a) French kissing someone who has gonorrhea
    - b) using toilets after someone with gonorrhea has used them
    - c) breathing air with gonorrhea germs in it
    - d) having sex with someone who has gonorrhea

3. A man may suspect that he has gonorrhea if:
    - a) he has pain when he urinates
    - b) he has sores on his penis
    - c) he is unable to have an erection
    - d) his face breaks out with pimples

4. Gonorrhea symptoms in a female may include:
    - a) feeling sleepy much of the time
    - b) having frequent headaches
    - c) throwing up
    - d) cramping in the abdomen

5. Gonorrhea may leave a female:
    - a) unable to urinate
    - b) unable to have a baby
    - c) pregnant
    - d) blind

6. Sterility in the male can be caused by:
    - a) gonorrhea and chlamydia
    - b) only gonorrhea
    - c) only chlamydia
    - d) neither gonorrhea nor chlamydia

7. To be checked for gonorrhea at a local health clinic:
    - a) is very expensive
    - b) is always free
    - c) costs $25.00
    - d) is free if you can't afford to pay

## Gonorrhea Team Pack Objective Test-page 2

8. If you visit a health clinic who will be told?
    a) your parents
    b) your teacher
    c) your school counselor
    d) none of the above

9. The only sure way to keep from getting gonorrhea is to:
    a) take birth control pills
    b) not have sex
    c) have sex only once a month
    d) have sex only with people you know well

10. The best protection against STDs for someone who does have sex is to:
    a) have sex with several partners
    b) be sure the female is using birth control pills
    c) use a latex condom
    d) have sex in the dark

11. Which of the following is NOT a sexually transmitted disease:
    a) AIDS
    b) Gonorrhea
    c) Syphilis
    d) Yeast infection of the vagina

12. Chlamydia are transmitted by:
    a) mosquitoes
    b) kissing
    c) sexual intercourse
    d) blood transfusions

13. Chlamydia infection is caused by:
    a) a bacteria
    b) a virus
    c) rotten food
    d) dirty bathrooms

14. The symptoms of chlamydia infection, in the male, include:
    a) sleeping more than usual
    b) a burning sensation when urinating
    c) sores on the penis
    d) unusual hair growth

15. The symptoms of chlamydia infection, in the female, may include:
    a) sleeping more than usual
    b) abdominal pain
    c) headaches
    d) acne

16. STDs can be divided into those that cause pus discharges (drips) and those that cause blisters or sores (bumps). Which of the following cause discharges?
    a) gonorrhea and syphilis
    b) chlamydia and herpes
    c) herpes and syphilis
    d) gonorrhea and chlamydia

17. Which of the following statements is FALSE?
    a) You may have chlamydia without having symptoms.
    b) Chlamydia may make a female unable to have a baby.
    c) Gonorrhea and chlamydia are two names for the same disease.
    d) A person may have gonorrhea and chlamydia at the same time.

18. Which of the following statements is TRUE?
    a) The treatment for all STDs is the same.
    b) The same antibiotic is used to treat gonorrhea and chlamydia.
    c) There are different treatments for different STDs.
    d) Neither gonorrhea nor chlamydia can be treated effectively.

19. Which of the following statements is TRUE?
    a) A man always knows if he has gonorrhea.
    b) A woman may not know if she has gonorrhea.
    c) A woman always knows if she has gonorrhea.
    d) A man never knows if he has gonorrhea.

20. The only sure way to avoid getting chlamydia is to:
    a) be faithful to your partner
    b) use a fresh latex condom each time you have sex
    c) ask your sex partners if they have the disease
    d) avoid sexual activity

# GONORRHEA Team Pack

## Evaluation Form

**Last Name:** ______________________ **First Name:** ______________________

**Position:** ______________________ **County Name:** ______________________

**School Name (Agency where used):** ______________________________________

**Address:** ______________________________________
Street number or PO Box City ST ZIP

**Used on Date:** ______________ in ______________________ class (LMS, science,?)

**Please circle the most appropriate answer:**

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**
**(We also need to know each period and # of students each period this material is used. Thank you.)**

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Comments:** (especially suggestions for future improvements)

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in prevention of Gonorrhea and other STD's.**

Center for Cooperative Learning
5700 SW 34th Street
Suite 323
Gainesville, FL 32608

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

**MIKE**

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA – "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

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# GONORRHEA – "Courting Trouble"

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

Mike **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Lisa **What are some of the different STDs?**

Sandy **Can you tell if a person is safe?**

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA — "Courting Trouble"

## Gonorrhea Information Sheet

Mike

### What is gonorrhea?

An infection, usually of the genitals, caused by a bacteria.

Lisa

### What are the symptoms?

Sandy

### How do you get it?

Carol

### Can you get it from having sex with someone just once?

Mike

### Can you get it from kissing?

It rarely causes symptoms in the mouth or throat, but it can sometimes be passed between the throat and the genitals by oral sex.

Lisa

### Can you get it from clothes or toilet seats?

Sandy

### How soon do you get symptoms after having sex?

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

---

Mike **Do the antibiotics cure you permanently?**

Yes, they cure all the gonorrhea in your body, BUT antibiotics don't protect you from getting it again.

---

Lisa **What are the effects of gonorrhea if it is not treated?**

---

Sandy **Do latex condoms prevent transmission of gonorrhea?**

---

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

---

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

**Mike** **What is chlamydia?**

Like gonorrhea, it is an infection of the genitals. It is caused by Chlamydia bacteria which are transmitted by sexual intercourse.

Lisa **What symptoms are caused by chlamydia?**

Sandy **How is chlamydia different from gonorrhea?**

Carol **Can someone have both chlamydia and gonorrhea at the same time?**

**Mike** **Can you have chlamydia without having symptoms?**

Yes. This is why the partner of someone with chlamydia should always be treated, even if he or she feels well.

Continue with the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa

**Does chlamydia spread in the body or cause serious symptoms?**

Sandy

**Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

Carol

**What are some of the reasons some teens have sex when they really don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Mike's Part

**If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.**

### Story

You have been dating Lisa for about a year; you are very serious about each other. In the last three months the two of you have become sexually active. Lisa was ill for a week and when she recovered she had to go out of town to visit her grandmother. Four days ago, while Lisa was gone, you met a girl at the basketball court where you were playing with some of your friends. She talked you into going to her house, and the two of you had sex. You felt safe because she told you she had never had sex before. You also had sex with Lisa last night. This morning you began to have burning pain when you urinated, and you noticed a discharge coming from the tip of your penis. This problem forced you to go to the public health clinic.

The doctor at the clinic found the bacteria that causes gonorrhea (clap) in the discharge from your penis. This examination did not hurt. He said that you have gonorrhea, and could also have chlamydia. After giving you a shot of antibiotics to cure your gonorrhea and some pills to treat the chlamydia, if you have it, he told you to tell Lisa, and have her come to the clinic to be tested for STDs. Did you get gonorrhea from Lisa or the from the other girl? (Hint: Use what Sandy told you about the time it takes from when you have sex to when you develop symptoms.)

### Getting Ready

You have only a few minutes to prepare for your part in the play.
Carol will be the Director.
BEGIN BY READING THE NEXT PAGE TO YOURSELF, NOW.

(Continue to next page)

BEST COPY AVAILABLE

## Mike's Part

---

### During the Play

•When Carol tells you to begin the play, you start by talking to Sandy or Lisa face-to-face ("knock knock") or by phone ("ring ring"). Tell her or him why you went to the doctor (symptoms), what the doctor told you, and what treatment you received. You may find it easier to talk to your friend first, and get his moral support. Perhaps you could rehearse with him what you will tell Lisa. Try to act the way you would "if it were your life".

If you have questions about gonorrhea or chlamydia, ask your teammates Sandy and Carol to look up the answers for you on their information sheets.

•Read these questions and think about the answers before you talk to Sandy or Lisa:
  Are you going to talk to your best friend Sandy before you tell Lisa?
  How are you going to tell Lisa about this problem--by going to see her or by phone?
  What are you going to say--about gonorrhea, chlamydia, the symptoms, the
    treatment, the girl at the basketball court?
  Why did the doctor treat you for chlamydia without knowing if you have it?

The play ends when you and Lisa have decided about your future.

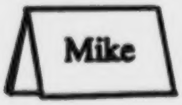
**•After the play, Sandy and Carol will have some questions to discuss with the group.**

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Mike

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Mike

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

**LISA**

Developed by:

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NAMECARD EDITION R5/92

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Mike **What are sexually transmitted diseases (STDs)?**

---

(Lisa) **What are some of the different STDs?**

**Stop!** Before reading further, name as many as you can and give their main symptom (hint: cause sores or discharge or warts)!

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common. Incidentally, yeast infection of the vagina is not an STD.

---

Sandy **Can you tell if a person is safe?**

---

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

---

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA - "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

Lisa **What are the symptoms?**

Men feel a burning sensation when they urinate, and there can be a yellow/white discharge from the tip of the penis. Women can have a vaginal discharge and sometimes pain in the lower abdomen. It is possible for someone, especially a female, to be infected with the bacteria, be able to transmit the bacteria to other people, but have no symptoms herself.

Sandy **How do you get it?**

Carol **Can you get it from having sex with someone just once?**

Mike **Can you get it from kissing?**

Lisa **Can you get it from clothes or toilet seats?**

No.

Sandy **How soon do you get symptoms after having sex?**

Continue with the Gonorrhea Information Sheet on the next page

L
I
S
A

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

Mike **Do the antibiotics cure you permanently?**

Lisa **What are the effects of gonorrhea if it is not treated?**

4

If a female has it long enough, it may cause scarring and make it difficult or impossible to have babies. It also occasionally can spread outside the genitals to the rest of the body, making her very ill. Untreated gonorrhea in men can cause sterility.

Sandy **Do latex condoms prevent transmission of gonorrhea?**

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Lisa

### What symptoms are caused by chlamydia?

Chlamydia causes the same symptoms as gonorrhea (see previous page on the symptoms of gonorrhea).

Sandy

### How is chlamydia different from gonorrhea?

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Mike

### Can you have chlamydia without having symptoms?

Continue with the chlamydia information sheet on the next page.

LISA

6

## Chlamydia Information Sheet (Continued)

Lisa **Does chlamydia spread in the body or cause serious symptoms?**

It can spread in the body, as gonorrhea, and it can cause scarring and make a woman unable to have a baby, as can gonorrhea. If untreated it can also cause sterility in men.

---

Sandy **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Carol **What are some of the reasons some teens have sex when they really don't want to?**

---

**STOP**

**Your teacher will tell you when to continue.**

# GONORRHEA - "Courting Trouble"

## Lisa's Part

**If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow the instructions for the whole page, including the shaded box below.**

## Story

You have been going steady with Mike for a year and are very serious about him. For the last three months the two of you have been having sex together. You have never had sex with anyone else. You were sick with the flu for a week, and when you got better you had to go out of town for a week to visit your grandmother, so you and Mike did not have sex for two weeks until you returned from your visit yesterday. You did have sex last night.

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Carol will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF, NOW.

## During the Play

When Carol tells you to begin the play, Mike will tell you or Sandy his story.

If he starts by talking to Sandy, you should pretend that you are not present.
When he does talk to you, try to respond the way you think you would if it were your life.

- How would you first react?
- Make sure he tells you all the facts.
- Do you believe him (that this was a one-and-only occasion)?
- Discuss what you and he should do.
- Tell him how this will affect your relationship, especially the sex and the trust.

You may also want to talk over your problem with your good friend Carol.

If during the play you have questions about chlamydia or gonorrhea, ask your groupmates Sandy or Carol to look up the answers for you on the information sheets.

After the play, Sandy and Carol will have some questions to discuss with the group.

### Note from the Authors:

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**

Fold on this line first.

Lisa

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Lisa

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

## CAROL

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA – "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

Carol, as director, tell your group members to turn the page and start reading and discussing the information sheet.

**TURN THE PAGE**

## Note from the Authors

**Team Packs** (group instructional methodology) are developed by trial and error. The Gonorrhea **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# GONORRHEA – "Courting Trouble"

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!
**Carol, as Director, now tell Mike to begin.**

---

Mike **What are sexually transmitted diseases (STDs)?**

---

Lisa **What are some of the different STDs?**

---

Sandy **Can you tell if a person is safe?**

---

(Carol) **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA – "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

Lisa **What are the symptoms?**

Sandy **How do you get it?**

Carol **Can you get it from having sex with someone just once?**

Yes. You can get any STD from having sex once.

Mike **Can you get it from kissing?**

Lisa **Can you get it from clothes or toilet seats?**

Sandy **How soon do you get symptoms after having sex?**

Continue with the Gonorrhea Information Sheet on the next page

### Gonorrhea Information Sheet (continued)

---

Carol **Can it be cured? How?**

Yes. Medicines that kill gonorrhea bacteria can cure the disease. Such medicines--called antibiotics--come either as pills or as a shot. The test to find out if you have gonorrhea is NOT painful.

---

Mike **Do the antibiotics cure you permanently?**

---

Lisa **What are the effects of gonorrhea if it is not treated?**

---

Sandy **Do latex condoms prevent transmission of gonorrhea?**

---

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

Costs of Public Health clinic visits vary according to your ability to pay, but no one is turned away. If you are unable to pay anything, you will still be tested and treated. You can call them to ask about costs, clinic times and appointments.

Parents are NOT told about any visit.

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Lisa

### What symptoms are caused by chlamydia?

Sandy

### How is chlamydia different from gonorrhea?

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Yes. Many people with a penile discharge or a vaginal discharge and lower abdominal pain are infected with both. This is why people with these symptoms are often given two drugs, and it is important to take both drugs.

Mike

### Can you have chlamydia without having symptoms?

Continue with the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa

**Does chlamydia spread in the body or cause serious symptoms?**

Sandy

**Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

Carol

**What are some of the reasons some teens have sex when they really don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to...**especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Carol's Part

**If you have just seen the videotape, go to "Getting Started", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow the instructions for the whole page, including the shaded box below.**

### Story

**Your best friend, Lisa, has been going steady with Mike for about one year. They have been having sex together for about three months. Lisa has never had sex with anyone but Mike. You will learn the rest from either talking to Lisa, or "eavesdropping" on their conversation.**

## Getting Started

Give your group members three or four minutes to prepare for their parts in the play, and then call on Mike to start.

WHILE THEY ARE GETTING READY, YOU SHOULD READ THE REST OF THIS PAGE AND THE NEXT TO YOURSELF.

## During the Play

Listen to Mike and Lisa talk over their problem, and encourage them to act as if it really were their lives. Give them answers to questions about gonorrhea if they ask. Your friend, Lisa, may also want to talk over her problem with you.

## As Director

1. Get started promptly. As soon as you have finished reading, ask the others if they are ready.

2. Ask Mike to start by telling his story to Sandy or Lisa.
   Ask whether he is going to call the person or talk to them "face to face."

3. If Mike runs out of things to say, prompt him to tell Lisa all the facts:
   - the symptoms
   - that he has gonorrhea
   - the treatment
   - where he got the disease.

4. If Lisa runs out of things to say, prompt her to tell Mike:
   - how she feels about his affair with the other woman
   - if she believes this is, or will be, the only time
   - what she is going to do about the gonorrhea
   - what she is going to do about the relationship
   - if she will be able to trust Mike again

(Continue to next page)

## Carol's Part

# After the Play

**Discussion questions:**

1. Call on Sandy to lead with his discussion questions.

2. Ask the following questions.

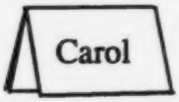
(Some of these questions may be brought up for discussion during the play; but if they are not covered during the play, make sure they are discussed after the play.)

1. What will happen if they ignore gonorrhea?
2. If you, as best friend, had known about Mike and the girl at the basketball court, should you have told Lisa? Why or why not?
3. If you know other girls who are thinking of dating Mike, should you tell them anything about him? If so, what?

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Carol

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Carol

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

## SANDY

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA – "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs (group instructional methodology) are developed by trial and error. The Gonorrhea Team Pack has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:**

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University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# GONORRHEA – "Courting Trouble"

SANDY

2

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

---

Mike **What are sexually transmitted diseases (STDs)?**

---

Lisa **What are some of the different STDs?**

---

Sandy **Can you tell if a person is safe?**

Not always! Sometimes people are infected and do not know it. However, they can still spread the infection to someone else.

---

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

---

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA – "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

Lisa **What are the symptoms?**

Sandy **How do you get it?**

By sexual contact with someone who is infected, even if that person has no symptoms.

Carol **Can you get it from having sex with someone just once?**

Mike **Can you get it from kissing?**

Lisa **Can you get it from clothes or toilet seats?**

Sandy **How soon do you get symptoms after having sex?**

Anywhere from two to eight days.

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

---

Mike **Do the antibiotics cure you permanently?**

---

Lisa **What are the effects of gonorrhea if it is not treated?**

---

**Sandy** **Do latex condoms prevent transmission of gonorrhea?**

Most of the time--Yes--IF USED PROPERLY. But other forms of birth control--such as the pill--do NOT protect you. Latex condoms do have a failure rate of about 11%, but are far better than no protection at all.

---

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

---

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Lisa

### What symptoms are caused by chlamydia?

Sandy

### How is chlamydia different from gonorrhea?

Chlamydia is different in ***two major ways:***

1. Chlamydia is treated with ***drugs*** that ***are different*** from the drugs that treat gonorrhea.
2. Chlamydia is much ***harder to detect*** and test for than gonorrhea. A doctor isn't always sure when chlamydia is present; therefore, the person with symptoms of chlamydia sometimes needs to be treated before it is proven whether s/he has chlamydia.

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Mike

### Can you have chlamydia without having symptoms?

Continue with the Chlamydia Information Sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa **Does chlamydia spread in the body or cause serious symptoms?**

[✓ Sandy] **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

Carol **What are some of the reasons some teens have sex when they really don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

# GONORRHEA – "Courting Trouble"

## Sandy's Part

**If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.**

## Story

Your best friend, Mike, has been going steady with Lisa for about one year. They have been having sex together for about three months. Lisa has never had a steady boyfriend before Mike. Mike, on the other hand, played basketball four days ago with you and some of the other guys. While there, he met a girl who claimed to be a virgin. He went home with her, and they had sex. Last night he had sex with Lisa. You will learn the rest from either talking with Mike or "eavesdropping" on their conversation.

## Getting Ready

You have only a few minutes to prepare for your part in the play. Carol will be the Director. After the play you will lead an important discussion, so you need to listen very carefully to what the other group members say.

BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF, NOW.

## During the Play

You should listen to Mike and Lisa talk over their problem, but you should pretend that you are not there. After all, they are discussing very personal things. Your good friend, Mike, may also want to talk over his problem with you.

You will be the expert on chlamydia and gonorrhea. If questions arise, you are to give the answers. If you aren't sure of the answers, be sure to look them up on your information sheet.

## After the Play

Carol will ask you to lead a discussion of the questions below. If appropriate, some of these questions may be discussed during the play; but if they are not covered then, make sure they are discussed after the play.

### Discussion questions:

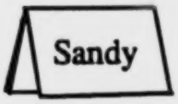
- What would happen if Mike didn't tell Lisa he had gonorrhea?
- If Lisa doesn't have any symptoms, does she need to go to the clinic?
- How could they have avoided or decreased the chance of becoming infected?
- If a student goes to the clinic will the parents be told?
- Is it possible that Mike has both gonorrhea and chlamydia?

### Note from the Authors:

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Sandy

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Sandy

# Printing Instructions for CCL **Gonorrhea** Team Packs

We realize that teachers who reproduce **Team Packs** themselves may have access only to white copy paper. If you have a school printshop, however, using colored paper per the following instructions should be no problem and will give you the advantage of color-coded student booklets. (Sending the sample booklets along with the printshop order may be helpful.) Remember that one **Team Pack** serves a team of four students in calculating your order, and to specify whether you wish them packaged as class sets as described below. One Teacher Instruction manual for each teacher using the materials may be sufficient rather than one in every class set.

| | | | |
|---|---|---|---|
| **Gonorrhea Teacher Instructions manual** | | Staple once in top left corner. | |
| - Cover through p. 5 red | | | |
| - Cover | 1 side only | pp .1-4 | 2-sided |
| p. 5 | 1 side only | | |
| - pp. 6-11 pink | | | |
| | | pp. 6-11 | 2-sided |
| - pp. 12-16a | white | | |
| - p. 12-15 | 1 side only | pp. 16-16a | 2 sided |
| **Gonorrhea Student Team Pack booklets:** | | | |
| Carol- print on pastel yellow | | | |
| cover | 1 side only | pp. 1-8 | 2 sided |
| namecard sheet | 1 side only | | |
| Lisa- print on pastel pink | | | |
| cover | 1 side only | pp. 1-6 | 2 sided |
| p. 7, namecard sheet | 1 side only | | |
| Mike- print on pastel blue | | | |
| cover | 1 side only | pp. 1-8 | 2 sided |
| namecard sheet | 1 side only | | |
| Sandy- print on pastel green | | | |
| cover | 1 side only | pp. 1-6 | 2 sided |
| p. 7, namecard sheet | 1 side only | | |

Each student booklet should be stapled twice in left margin and collated into Team Packs (1 of each student booklet), which may then be packaged in class sets--10 Team Packs + one Teacher Instruction manual--in a 10X13 envelope for ease in handling (and distribution to teachers if printed centrally). Outside of envelope should be printed or labelled with the words: "Gonorrhea Team Packs".

**THESE MATERIALS ARE COPYRIGHTED BY THE CENTER FOR COOPERATIVE LEARNING AND MAY BE DUPLICATED ONLY FOR NONPROFIT EDUCATIONAL USE WITH ADOLESCENTS IN PURCHASING SCHOOL DISTRICT. CALL (904) 392-3858 FOR FURTHER INFORMATION.**

# TEACHER INSTRUCTIONS

## Gonorrhea Team Pack

## "COURTING TROUBLE"

Parker A. Small, Jr., M.D.
Pat Powers, Ed.S.

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# Teacher Information: Gonorrhea Team Pack

The Gonorrhea **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students and teachers overwhelmingly endorse this method of classroom activity.

## Gonorrhea Team Pack Objectives

1. TO ENCOURAGE TEENAGERS TO ABSTAIN FROM SEXUAL INTERCOURSE.
   **This objective is slightly modified and listed last in the student booklets in order to keep from "turning off" the students who most need to hear this message.**
2. To increase the student's knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia:
   - a) how they are spread
   - b) the symptoms
   - c) the treatment
   - d) complications if left untreated.
3. To inform sexually active students how to practice "safer sex" by:
   - a) always using a condom properly when having sex,
   - b) remaining faithful to one disease-free sex partner, and
   - c) discussing one's sexual and medical history before engaging in sexual activity.
4. To encourage any student who suspects that he/she might have an STD to visit a doctor or the local health clinic.
5. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as possible.
6. To explore any other information relating to STD's which may help students protect their health.

**Each Team Pack provides a self-contained teaching unit for use by four students during two class periods. In the first period, students review questions and answers about STDs, using a "jigsaw " format. In the second period, students are involved in role play.**

TO THE TEACHER:

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief five-section booklet will guide you through the process.*

1. Information for teachers - pp. 1-5.
2. Summary of students' questions and answers - pp. 6-11.
3. Post test and answers - pp. 12-15.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 16 (address on back).

# Information for Teachers (2)

*To encourage spontaneity and to increase the impact of the role play, it is recommended that you not give the students information about the nature of their roles. They will learn about their parts as they read the* ***Team Packs****.*

## Time Requirements

The activity consists of (1) a "jigsawed" information exchange segment (2) a role play driven either by a printed scenario or by a videotape (same situation), and (3) a wrap-up discussion session—led by the teacher—immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Some teachers have completed this activity in one 50-minute class period, but most prefer to use two periods for the **Team Pack** so that students are not rushed through the sharing of their learning and reactions, which is very important in cooperative learning.

## Procedures

•Decide in advance which method of role-play presentation you will use following the **Team Pack**'s information exchange:

### Videotape scenario:

**The videotape "Courting Trouble", sets up a very realistic role-play scenario in which the players (whom you may want to note are "older" teens) are sexually involved and have sexually active histories. If you don't have the videotape, you can obtain a copy from your curriculum supervisor or from the Center (see page 6 for address). "Courting Trouble" runs for 11 minutes and will have maximum effect in engaging students whose learning patterns are primarily visual.**

### Printed scenario:

**The same role-play scenario is printed as the final segment of the Team Pack. This presentation is quite effective with students who have skills in visualization from verbal and/or from written descriptions, and can be used when video equipment is not conveniently available.**

Familiarization with materials

• A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The video tape should be available through the school's curriculum supervisor or the Center. (See p. 6 for address.)

• Going through the **Team Pack** with two or three other teachers who take the roles the students would play is the best way to familarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

# Information for Teachers (3)

Classroom preparation

- Students need to know how to get free, confidential medical information. Write the number and address of the local health clinic on the chalk board. The national VD hot line number is 1 (800) 227-8922.
- Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (some groups may have only three students if necessary). If the video is used, try to arrange the room so students can remain in their groups while viewing the videotape.
- If possible, Mike should be played by a male and Lisa should be played by a female. Sandy and Carol may be played by either a male or female. In a group of three Sandy and Carol may be played by the same person.
- Once the students are in their groups, allow them to decide on the roles they play: (If there is a "natural leader" in the group, you may want to direct that person to Carol's role, as she is director of the play.

## Roles

**Mike** has been going steady with Lisa. They have been having sex. While Lisa was out of town, visiting her grandmother, Mike had sex with a woman he met while playing basketball with friends. He caught gonorrhea from her. The doctor has treated him and told him that he must inform both females that they need to see a doctor.

**Lisa** has been going steady with Mike and having sex exclusively with him. She had sex with Mike after she returned from her trip. After Mike "confesses" to her, Lisa must decide what to do about going to the doctor and about her relationship with Mike.

**Sandy** is Mike's best friend and the person to whom Mike might choose to talk before confronting Lisa. Sandy is the expert on gonorrhea, and he (she) leads a discussion within the group following the role playing.

**Carol** is Lisa's best friend and may be consulted by Lisa after Mike talks to her. Carol is also the director of the play, the one most responsible for keeping the group on task and for telling students to "respond the way you would if it were your life".

## Supervising the Team Pack

### First Class Period - Information Exchange

- Distribute the Team Packs.
- Getting the Class Started - Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class. (See p. 6 of this booklet.)
- After reading the instructions, tell each student to read the boldface print at the bottom of the instruction sheet and wait for Carol to give further instructions. From this point, the activity should run itself under the guidance of Carol. If this is the first Team Pack done by the class, the teacher may want to lead the class through one or two questions depending on the ability of the groups.

# Information for Teachers (4)

•Pages 6-11 provide the student jigsaw questions and answers (pp. 1-6 in student booklets) so that you can track the group discussions as needed. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the "Dysfunctional Groups-Diagnosis and Treatment" videotape for further information on dysfunctional groups.

### Second Class Period - Role Play:

**If you have chosen to use the:**

### Videotape scenario

**You should ask the students to stay in their groups of four for a role play to follow, but adjust seating so everyone can see the TV screen. You will want them to assume their screen character's role immediately after the videotape's conclusion to avoid losing its dramatic impact. The "story" is identical to the print scenario. After Mike and Lisa have decided what they're going to do, Sandy and Carol have discussion questions for their groups (see below). After that discussion, you will want to "wrap up".**

### Printed scenario

**Read aloud the underlined part of the story:**

**Your friends Mike and Lisa have been going steady for about one year and have been having sex together for about three months. Lisa has never had a steady boyfriend before Mike, and has never had sex with anyone else. Mike, on the other hand, played basketball four days ago with Sandy and some of the other guys. While there, he met a girl, went home with her and had sex with her. Last night, he had sex with Lisa. You will learn the rest from either talking with Mike or "eavesdropping" on their conversation.**

**Instruct students to continue with page 7 of their booklets: Carol should again lead the group, and initiate the role play. After Mike and Lisa have decided what they're going to do, Sandy and Carol have discussion questions for their group (see below). After the conclusion of these discussions, you will want to "wrap up".**

Sandy's questions:

1. What would happen if Mike didn't tell Lisa he had gonorrhea?
2. If Lisa doesn't have any symptoms, does she need to go to the clinic?
3. How could they have avoided or decreased the chance of becoming infected?
4. If a student goes to the clinic, will the parents be told?
5. Is is possible that Mike has both gonorrhea and chlamydia?
6. What other disturbing possibilities must be considered?

Carol's questions:

1. What will happen if Mike and Lisa ignore the gonorrhea.
2. If you, as best friend, had known about Mike and the girl at the basketball court, should you have told Lisa? Why or why not?
3. If you know other girls who are thinking of dating Mike, should you tell them anything about him? If so, what?
4. In a relationship, is honesty a real issue? Should Mike and Lisa have discussed prior sexual partners and the possibility of an HIV test before having sexual relations?

## Wrap-Up

- The wrap-up discusssion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.
- Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other.

There are several suggestions to consider when conducting the debriefing:

- Practice the WAIT TIME concept. Present a question to the class and wait four or five seconds before calling on someone for a response.
- Ask probing questions that cannot be answered by a "yes" or "no." Example: "What did you like about playing the role of Lisa?" instead of "Did you like playing the role of Lisa?"

## Gonorrhea Activity Sample Questions for Teacher Wrap-up:

1. For "Mike":

   a. Did you tell Lisa first or your best friend? Why?
   b. How did you feel having to tell Lisa (or Sandy) about your problem?
   c. How did you handle the situation?

2. For "Lisa"

   a. How did you feel when Mike told you? Did your feelings toward Mike change?
   b. What did you say?
   c. Did you believe Mike that this was a "once only" event?

3. In general:

   a. What was the most worthwhile part of the activity?
   b. What was the most difficult part of the activity?
   c. Did the activity help you to think about your own dating relationship--explain.

# Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

(Carol's copy only reads:) Carol, as director, tell your group members to turn the page and start reading and discussing the information sheet.

TURN THE PAGE

## Note from the Authors

**Team Packs** (group instructional methodology) are developed by trial and error. The Gonorrhea **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep. !!Remember, the group should discuss each question before reading the answer!! **Carol, as Director, now tell Mike to begin.**

---

Mike **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

---

Lisa **What are some of the different STDs?**

**Stop!** Before reading further, name as many as you can and give their main symptom (hint: cause sores or discharge or warts)!

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common. Incidentally, yeast infection of the vagina is not an STD.

---

Sandy **Can you tell if a person is safe?**

Not always! Sometimes people are infected and do not know it. However, they can still spread the infection to someone else.

---

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

Continue with the Gonorrhea Information Sheet on the next page

# Gonorrhea Information Sheet

Mike

## What is gonorrhea?

An infection, usually of the genitals, caused by a bacteria.

Lisa

## What are the symptoms?

Men feel a burning sensation when they urinate, and there can be a yellow/white discharge from the tip of the penis. Women can have a vaginal discharge and sometimes pain in the lower abdomen. It is possible for someone, especially a female, to be infected with the bacteria, be able to transmit the bacteria to other people, but have no symptoms herself.

Sandy

## How do you get it?

By sexual contact with someone who is infected, even if that person has no symptoms.

Carol

## Can you get it from having sex with someone just once?

Yes. You can get any STD from having sex once.

Mike

## Can you get it from kissing?

It rarely causes symptoms in the mouth or throat, but it can sometimes be passed between the throat and the genitals by oral sex.

Lisa

## Can you get it from clothes or toilet seats?

No.

Sandy

## How soon do you get symptoms after having sex?

Anywhere from two to eight days.*

****Note to teacher: Which explains why Mike must have caught the disease from the girl he met at the basketball court. He could not have caught gonorrhea from Lisa because his symptoms started too soon (only one day) after he had sex with Lisa.***

Continue the Gonorrhea Information Sheet on the next page

Carol

## Can it be cured? How?

Yes. Medicines that kill gonorrhea bacteria can cure the disease. Such medicines--called antibiotics--come either as pills or as a shot. The test to find out if you have gonorrhea is NOT painful.

Mike

## Do the antibiotics cure you permanently?

Yes, they cure all the gonorrhea in your body, BUT antibiotics don't protect you from getting it again.

Lisa

## What are the effects of gonorrhea if it is not treated?

If a female has it long enough, it may cause scarring and make it difficult or impossible to have babies. It also occasionally can spread outside the genitals to the rest of the body, making her very ill. Untreated gonorrhea in men can cause sterility.

Sandy

## Do latex condoms prevent transmission of gonorrhea?

If used correctly, the latex condom prevents transmission of gonorrhea most of the time. Latex condoms do have a failure rate of about 10%, but are far better than no protection at all. But other forms of birth control--such as the pill--do NOT protect you.

Carol

## How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?

Costs of Public Health clinic visits vary according to your ability to pay, but no one is turned away. If you are unable to pay anything, you will still be tested and treated. You can call them to ask about costs, clinic times and appointments.

Parents are NOT told about any visit.

Go to the Chlamydia Information Sheet on the next page

# Chlamydia Information Sheet

Mike

## What is chlamydia?

Like gonorrhea, it is an infection of the genitals. It is caused by Chlamydia bacteria which are transmitted by sexual intercourse.

Lisa

## What symptoms are caused by chlamydia?

Chlamydia causes the same symptoms as gonorrhea (see previous page on the symptoms of gonorrhea).

Sandy

## How is chlamydia different from gonorrhea?

Chlamydia is different in ***two major ways:***

1. Chlamydia is treated with ***drugs*** that ***are different*** from the drugs that treat gonorrhea.
2. Chlamydia is much ***harder to detect*** and test for than gonorrhea. A doctor isn't always sure when chlamydia is present; therefore, the person with symptoms of chlamydia sometimes needs to be treated before it is proven whether s/he has chlamydia.

Carol

## Can someone have both chlamydia and gonorrhea at the same time?

Yes. Many people with a penile discharge or a vaginal discharge and lower abdominal pain are infected with both. This is why people with these symptoms are often given two drugs, and it is important to take both drugs.

Mike

## Can you have chlamydia without having symptoms?

Yes. This is why the partner of someone with chlamydia should always be treated, even if he or she feels well.

Continue the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa

### Does chlamydia spread in the body or cause serious symptoms?

It can spread in the body, as gonorrhea, and it can cause scarring and make a woman unable to have a baby, as can gonorrhea. If untreated it can also cause sterility in men.

---

Sandy

### Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

---

Carol

### What are some of the reasons some teens have sex when they really don't want to?

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to...**especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

# Information for Teachers

## Objective Test

Following this page are twenty questions which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

### Answers to the Multiple Choice Questions

1. c
2. d
3. a
4. d
5. b
6. a
7. d
8. d
9. b
10. c
11. d
12. c
13. a
14. b
15. b
16. d
17. c
18. c
19. b
20. d

# Gonorrhea Team Pack Objective Test

1. Gonorrhea is:
    a) a disease for which there is no effective treatment
    b) a lack of white blood cells
    c) an infection caused by bacteria
    d) an incurable virus

2. A person gets gonorrhea by:
    a) French kissing someone who has gonorrhea
    b) using toilets after someone with gonorrhea has used them
    c) breathing air with gonorrhea germs in it
    d) having sex with someone who has gonorrhea

3. A man may suspect that he has gonorrhea if:
    a) he has pain when he urinates
    b) he has sores on his penis
    c) he is unable to have an erection
    d) his face breaks out with pimples

4. Gonorrhea symptoms in a female may include:
    a) feeling sleepy much of the time
    b) having frequent headaches
    c) throwing up
    d) cramping in the abdomen

5. Gonorrhea may leave a female:
    a) unable to urinate
    b) unable to have a baby
    c) pregnant
    d) blind

6. Sterility in the male can be caused by:
    a) gonorrhea and chlamydia
    b) only gonorrhea
    c) only chlamydia
    d) neither gonorrhea nor chlamydia

7. To be checked for gonorrhea at a local health clinic:
    a) is very expensive
    b) is always free
    c) costs $25.00
    d) is free if you can't afford to pay

8. If you visit a health clinic who will be told?
    - a) your parents
    - b) your teacher
    - c) your school counselor
    - d) none of the above

9. The only sure way to keep from getting gonorrhea is to:
    - a) take birth control pills
    - b) not have sex
    - c) have sex only once a month
    - d) have sex only with people you know well

10. The best protection against STDs for someone who does have sex is to:
    - a) have sex with several partners
    - b) be sure the female is using birth control pills
    - c) use a latex condom
    - d) have sex in the dark

11. Which of the following is NOT a sexually transmitted disease:
    - a) AIDS
    - b) Gonorrhea
    - c) Syphilis
    - d) Yeast infection of the vagina

12. Chlamydia are transmitted by:
    - a) mosquitoes
    - b) kissing
    - c) sexual intercourse
    - d) blood transfusions

13. Chlamydia infection is caused by:
    - a) a bacteria
    - b) a virus
    - c) rotten food
    - d) dirty bathrooms

14. The symptoms of chlamydia infection, in the male, include:
    - a) sleeping more than usual
    - b) a burning sensation when urinating
    - c) sores on the penis
    - d) unusual hair growth

## Gonorrhea Team Pack Objective Test-page 3

15. **The symptoms of chlamydia infection, in the female, may include:**
    - **a) sleeping more than usual**
    - **b) abdominal pain**
    - **c) headaches**
    - **d) acne**

16. **STDs can be divided into those that cause pus discharges (drips) and those that cause blisters or sores (bumps). Which of the following cause discharges?**
    - **a) gonorrhea and syphilis**
    - **b) chlamydia and herpes**
    - **c) herpes and syphilis**
    - **d) gonorrhea and chlamydia**

17. **Which of the following statements is FALSE?**
    - **a) You may have chlamydia without having symptoms.**
    - **b) Chlamydia may make a female unable to have a baby.**
    - **c) Gonorrhea and chlamydia are two names for the same disease.**
    - **d) A person may have gonorrhea and chlamydia at the same time.**

18. **Which of the following statements is TRUE?**
    - **a) The treatment for all STDs is the same.**
    - **b) The same antibiotic is used to treat gonorrhea and chlamydia.**
    - **c) There are different treatments for different STDs.**
    - **d) Neither gonorrhea nor chlamydia can be treated effectively.**

19. **Which of the following statements is TRUE?**
    - **a) A man always knows if he has gonorrhea.**
    - **b) A woman may not know if she has gonorrhea.**
    - **c) A woman always knows if she has gonorrhea.**
    - **d) A man never knows if he has gonorrhea.**

20. **The only sure way to avoid getting chlamydia is to:**
    - **a) be faithful to your partner**
    - **b) use a fresh latex condom each time you have sex**
    - **c) ask your sex partners if they have the disease**
    - **d) avoid sexual activity**

# GONORRHEA Team Pack

## Evaluation Form

**Last Name:** ______________________ **First Name:** ______________________

**Position:** ______________________ **County Name:** ______________________

**School Name (Agency where used):** ______________________

**Address:** ______________________
Street number or PO Box City ST ZIP

**Used on Date:** ______________ in ______________ class (LMS, science,?)

Please circle the most appropriate answer:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**
**(We also need to know each period and # of students each period this material is used. Thank you.)**

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |

**Comments:** (especially suggestions for future improvements)

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in prevention of Gonorrhea and other STD's.**

R4/92

Center for Cooperative Learning
5700 SW 34th Street
Suite 323
Gainesville, FL 32608

## Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

**MIKE**

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA — "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

### Note from the Authors

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# GONORRHEA — "Courting Trouble"

STEP 2

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

Mike **What are sexually transmitted diseases (STDs)?**

Different types of infection that one may get by having sex with someone who is infected are called STDs. There are many different infections that are STDs, and the treatment for each is different.

Lisa **What are some of the different STDs?**

Sandy **Can you tell if a person is safe?**

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA — "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

An infection, usually of the genitals, caused by a bacteria.

Lisa **What are the symptoms?**

Sandy **How do you get it?**

Carol **Can you get it from having sex with someone just once?**

Mike **Can you get it from kissing?**

It rarely causes symptoms in the mouth or throat, but it can sometimes be passed between the throat and the genitals by oral sex.

Lisa **Can you get it from clothes or toilet seats?**

Sandy **How soon do you get symptoms after having sex?**

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

Mike **Do the antibiotics cure you permanently?**

Yes, they cure all the gonorrhea in your body, BUT antibiotics don't protect you from getting it again.

Lisa **What are the effects of gonorrhea if it is not treated?**

Sandy **Do latex condoms prevent transmission of gonorrhea?**

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

---

**Mike**

### What is chlamydia?

Like gonorrhea, it is an infection of the genitals. It is caused by Chlamydia bacteria which are transmitted by sexual intercourse.

---

Lisa

### What symptoms are caused by chlamydia?

---

Sandy

### How is chlamydia different from gonorrhea?

---

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

---

**Mike**

### Can you have chlamydia without having symptoms?

Yes. This is why the partner of someone with chlamydia should always be treated, even if he or she feels well.

---

Continue with the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa **Does chlamydia spread in the body or cause serious symptoms?**

Sandy **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

Carol **What are some of the reasons some teens have sex when they really don't want to?**

**STOP**
**Your teacher will tell you when to continue.**

# GONORRHEA – "Courting Trouble"

## Mike's Part

If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.

If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.

### Story

You have been dating Lisa for about a year; you are very serious about each other. In the last three months the two of you have become sexually active. Lisa was ill for a week and when she recovered she had to go out of town to visit her grandmother. Four days ago, while Lisa was gone, you met a girl at the basketball court where you were playing with some of your friends. She talked you into going to her house, and the two of you had sex. You felt safe because she told you she had never had sex before. You also had sex with Lisa last night. This morning you began to have burning pain when you urinated, and you noticed a discharge coming from the tip of your penis. This problem forced you to go to the public health clinic.

The doctor at the clinic found the bacteria that causes gonorrhea (clap) in the discharge from your penis. This examination did not hurt. He said that you have gonorrhea, and could also have chlamydia. After giving you a shot of antibiotics to cure your gonorrhea and some pills to treat the chlamydia, if you have it, he told you to tell Lisa, and have her come to the clinic to be tested for STDs. Did you get gonorrhea from Lisa or the from the other girl? (Hint: Use what Sandy told you about the time it takes from when you have sex to when you develop symptoms.)

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Carol will be the Director.
BEGIN BY READING THE NEXT PAGE TO YOURSELF, NOW.

(Continue to next page)

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## Mike's Part

---

### During the Play

•When Carol tells you to begin the play, you start by talking to Sandy or Lisa face-to-face ("knock knock") or by phone ("ring ring"). Tell her or him why you went to the doctor (symptoms), what the doctor told you, and what treatment you received. You may find it easier to talk to your friend first, and get his moral support. Perhaps you could rehearse with him what you will tell Lisa. Try to act the way you would "if it were your life".

If you have questions about gonorrhea or chlamydia, ask your teammates Sandy and Carol to look up the answers for you on their information sheets.

•Read these questions and think about the answers before you talk to Sandy or Lisa:
  Are you going to talk to your best friend Sandy before you tell Lisa?
  How are you going to tell Lisa about this problem--by going to see her or by phone?
  What are you going to say--about gonorrhea, chlamydia, the symptoms, the treatment, the girl at the basketball court?
  Why did the doctor treat you for chlamydia without knowing if you have it?

The play ends when you and Lisa have decided about your future.

**•After the play, Sandy and Carol will have some questions to discuss with the group.**

**Note from the Authors:**
We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

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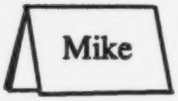

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Mike

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Mike

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

**LISA**

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA - "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

## Note from the Authors

**Team Packs** (group instructional methodology) are developed by trial and error. The Gonorrhea **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# GONORRHEA – "Courting Trouble"

LISA 2

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

Mike **What are sexually transmitted diseases (STDs)?**

Lisa **What are some of the different STDs?**

**Stop!** Before reading further, name as many as you can and give their main symptom (hint: cause sores or discharge or warts)!

Gonorrhea and Chlamydia (which cause discharges), Herpes and Syphilis (which cause sores), and warts (which are small bumps). AIDS is another STD. There are a few others that are less common. Incidentally, yeast infection of the vagina is not an STD.

Sandy **Can you tell if a person is safe?**

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA – "Courting Trouble"

## Gonorrhea Information Sheet

Mike

### What is gonorrhea?

Lisa

### What are the symptoms?

Men feel a burning sensation when they urinate, and there can be a yellow/white discharge from the tip of the penis. Women can have a vaginal discharge and sometimes pain in the lower abdomen. It is possible for someone, especially a female, to be infected with the bacteria, be able to transmit the bacteria to other people, but have no symptoms herself.

Sandy

### How do you get it?

Carol

### Can you get it from having sex with someone just once?

Mike

### Can you get it from kissing?

Lisa

### Can you get it from clothes or toilet seats?

No.

Sandy

### How soon do you get symptoms after having sex?

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

---

Mike **Do the antibiotics cure you permanently?**

---

Lisa **What are the effects of gonorrhea if it is not treated?**

4 If a female has it long enough, it may cause scarring and make it difficult or impossible to have babies. It also occasionally can spread outside the genitals to the rest of the body, making her very ill. Untreated gonorrhea in men can cause sterility.

---

Sandy **Do latex condoms prevent transmission of gonorrhea?**

---

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

---

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Lisa

### What symptoms are caused by chlamydia?

Chlamydia causes the same symptoms as gonorrhea (see previous page on the symptoms of gonorrhea).

Sandy

### How is chlamydia different from gonorrhea?

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Mike

### Can you have chlamydia without having symptoms?

Continue with the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa **Does chlamydia spread in the body or cause serious symptoms?**

It can spread in the body, as gonorrhea, and it can cause scarring and make a woman unable to have a baby, as can gonorrhea. If untreated it can also cause sterility in men.

---

Sandy **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Carol **What are some of the reasons some teens have sex when they really don't want to?**

---

**STOP**

**Your teacher will tell you when to continue.**

## Lisa's Part

If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.

If there is no videotape, you will need to read and follow the instructions for the whole page, including the shaded box below.

### Story

You have been going steady with Mike for a year and are very serious about him. For the last three months the two of you have been having sex together. You have never had sex with anyone else. You were sick with the flu for a week, and when you got better you had to go out of town for a week to visit your grandmother, so you and Mike did not have sex for two weeks until you returned from your visit yesterday. You did have sex last night.

## Getting Ready

You have only a few minutes to prepare for your part in the play.
Carol will be the Director.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF, NOW.

## During the Play

When Carol tells you to begin the play, Mike will tell you or Sandy his story.

If he starts by talking to Sandy, you should pretend that you are not present.
When he does talk to you, try to respond the way you think you would if it were your life.

- How would you first react?
- Make sure he tells you all the facts.
- Do you believe him (that this was a one-and-only occasion)?
- Discuss what you and he should do.
- Tell him how this will affect your relationship, especially the sex and the trust.

You may also want to talk over your problem with your good friend Carol.

If during the play you have questions about chlamydia or gonorrhea, ask your groupmates Sandy or Carol to look up the answers for you on the information sheets.

After the play, Sandy and Carol will have some questions to discuss with the group.

**Note from the Authors:**
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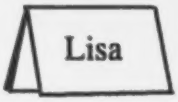

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Lisa

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Lisa

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

**SANDY**

Developed by:

The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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NAMECARD EDITION R5/92

# GONORRHEA – "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs** (group instructional methodology) are developed by trial and error. The Gonorrhea **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

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# GONORRHEA - "Courting Trouble"

SANDY

2

## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

---

Mike **What are sexually transmitted diseases (STDs)?**

---

Lisa **What are some of the different STDs?**

---

Sandy **Can you tell if a person is safe?**

Not always! Sometimes people are infected and do not know it. However, they can still spread the infection to someone else.

---

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

---

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA – "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

Lisa **What are the symptoms?**

Sandy **How do you get it?**

By sexual contact with someone who is infected, even if that person has no symptoms.

Carol **Can you get it from having sex with someone just once?**

Mike **Can you get it from kissing?**

Lisa **Can you get it from clothes or toilet seats?**

Sandy **How soon do you get symptoms after having sex?**

Anywhere from two to eight days.

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

---

Mike **Do the antibiotics cure you permanently?**

---

Lisa **What are the effects of gonorrhea if it is not treated?**

---

(Sandy) **Do latex condoms prevent transmission of gonorrhea?**

Most of the time--Yes--IF USED PROPERLY. But other forms of birth control--such as the pill--do NOT protect you. Latex condoms do have a failure rate of about 11%, but are far better than no protection at all.

---

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

---

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

## What is chlamydia?

Lisa

## What symptoms are caused by chlamydia?

Sandy

## How is chlamydia different from gonorrhea?

Chlamydia is different in ***two major ways:***

1. Chlamydia is treated with ***drugs*** that ***are different*** from the drugs that treat gonorrhea.
2. Chlamydia is much ***harder to detect*** and test for than gonorrhea. A doctor isn't always sure when chlamydia is present; therefore, the person with symptoms of chlamydia sometimes needs to be treated before it is proven whether s/he has chlamydia.

Carol

## Can someone have both chlamydia and gonorrhea at the same time?

Mike

## Can you have chlamydia without having symptoms?

Continue with the Chlamydia Information Sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa **Does chlamydia spread in the body or cause serious symptoms?**

---

(Sandy) **Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

No. Each disease needs to be treated with its own specific antibiotic. That is why it is important to go to a doctor for medication.

---

Carol **What are some of the reasons some teens have sex when they really don't want to?**

---

**STOP**

**Your teacher will tell you when to continue.**

## Sandy's Part

**If you have just seen the videotape, go to "Getting Ready", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow instructions for the whole page, including the shaded box below.**

## Story

Your best friend, Mike, has been going steady with Lisa for about one year. They have been having sex together for about three months. Lisa has never had a steady boyfriend before Mike. Mike, on the other hand, played basketball four days ago with you and some of the other guys. While there, he met a girl who claimed to be a virgin. He went home with her, and they had sex. Last night he had sex with Lisa. You will learn the rest from either talking with Mike or "eavesdropping" on their conversation.

## Getting Ready

You have only a few minutes to prepare for your part in the play. Carol will be the Director. After the play you will lead an important discussion, so you need to listen very carefully to what the other group members say.
BEGIN BY READING THE REST OF THIS PAGE TO YOURSELF, NOW.

## During the Play

You should listen to Mike and Lisa talk over their problem, but you should pretend that you are not there. After all, they are discussing very personal things. Your good friend, Mike, may also want to talk over his problem with you.

You will be the expert on chlamydia and gonorrhea. If questions arise, you are to give the answers. If you aren't sure of the answers, be sure to look them up on your information sheet.

## After the Play

Carol will ask you to lead a discussion of the questions below. If appropriate, some of these questions may be discussed during the play; but if they are not covered then, make sure they are discussed after the play.

### Discussion questions:

- What would happen if Mike didn't tell Lisa he had gonorrhea?
- If Lisa doesn't have any symptoms, does she need to go to the clinic?
- How could they have avoided or decreased the chance of becoming infected?
- If a student goes to the clinic will the parents be told?
- Is it possible that Mike has both gonorrhea and chlamydia?

### Note from the Authors:

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

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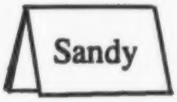

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Sandy

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Sandy

Student Packet

# "COURTING TROUBLE"

## Gonorrhea Team Pack

**Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.**

Character:

## CAROL

Developed by:

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for Health and Science Education
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NAMECARD EDITION R5/92

# GONORRHEA — "Courting Trouble"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are:

1. To increase your knowledge of sexually transmitted diseases (STDs), particularly gonorrhea and chlamydia.
2. To inform sexually active students how to practice "safer sex".
3. To advise any student who suspects that he/she might have an STD to visit a doctor or on how the local health clinic can help.
4. To encourage any student who is diagnosed with an STD to inform his/her sex partner(s) as soon as it is possible.
5. To explore any other information relating to STD's which may help to protect your health.
6. To encourage and emphasize why teenagers should abstain from sexual intercourse.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Carol will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

Carol, as director, tell your group members to turn the page and start reading and discussing the information sheet.

**TURN THE PAGE**

## Note from the Authors

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## Information About Sexually Transmitted Diseases

1. Carol calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Carol, as Director, now tell Mike to begin.**

---

Mike **What are sexually transmitted diseases (STDs)?**

---

Lisa **What are some of the different STDs?**

---

Sandy **Can you tell if a person is safe?**

---

Carol **How can you avoid getting STD's?**

***The only absolutely sure way to avoid STDs is not to have sex!***

If you choose to have sex there are ways to make it safer:

a. **The more partners, the greater the chances of being infected.** Having sex with only one person can decrease your chances of getting an STD. However, it won't help if that person is infected.

b. **Remember, a person can have an STD and not know it.** Have your partner and yourself checked at the Public Health Clinic.

c. **Latex condoms help reduce your risk.** Use latex condoms. Use them correctly and every time. They decrease the chances of becoming infected with an STD, including AIDS.

---

Continue with the Gonorrhea Information Sheet on the next page

# GONORRHEA – "Courting Trouble"

## Gonorrhea Information Sheet

Mike **What is gonorrhea?**

Lisa **What are the symptoms?**

Sandy **How do you get it?**

Carol **Can you get it from having sex with someone just once?**

Yes. You can get any STD from having sex once.

Mike **Can you get it from kissing?**

Lisa **Can you get it from clothes or toilet seats?**

Sandy **How soon do you get symptoms after having sex?**

Continue with the Gonorrhea Information Sheet on the next page

## Gonorrhea Information Sheet (continued)

Carol **Can it be cured? How?**

Yes. Medicines that kill gonorrhea bacteria can cure the disease. Such medicines--called antibiotics--come either as pills or as a shot. The test to find out if you have gonorrhea is NOT painful.

Mike **Do the antibiotics cure you permanently?**

Lisa **What are the effects of gonorrhea if it is not treated?**

Sandy **Do latex condoms prevent transmission of gonorrhea?**

Carol **How much will it cost and will your parents be told if you visit a public health clinic to be checked for gonorrhea?**

Costs of Public Health clinic visits vary according to your ability to pay, but no one is turned away. If you are unable to pay anything, you will still be tested and treated. You can call them to ask about costs, clinic times and appointments.

Parents are NOT told about any visit.

Go to the Chlamydia Information Sheet on the next page

## Chlamydia Information Sheet

Mike

### What is chlamydia?

Lisa

### What symptoms are caused by chlamydia?

Sandy

### How is chlamydia different from gonorrhea?

Carol

### Can someone have both chlamydia and gonorrhea at the same time?

Yes. Many people with a penile discharge or a vaginal discharge and lower abdominal pain are infected with both. This is why people with these symptoms are often given two drugs, and it is important to take both drugs.

Mike

### Can you have chlamydia without having symptoms?

Continue with the chlamydia information sheet on the next page.

## Chlamydia Information Sheet (Continued)

Lisa

**Does chlamydia spread in the body or cause serious symptoms?**

---

Sandy

**Will any single antibiotic cure all of gonorrhea, chlamydia, and syphilis?**

---

Carol

**What are some of the reasons some teens have sex when they really don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to...**especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it, but okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Carol's Part

**If you have just seen the videotape, go to "Getting Started", skipping the "Story" in the shaded box below.**

**If there is no videotape, you will need to read and follow the instructions for the whole page, including the shaded box below.**

### Story

Your best friend, Lisa, has been going steady with Mike for about one year. They have been having sex together for about three months. Lisa has never had sex with anyone but Mike. You will learn the rest from either talking to Lisa, or "eavesdropping" on their conversation.

## Getting Started

Give your group members three or four minutes to prepare for their parts in the play, and then call on Mike to start.

WHILE THEY ARE GETTING READY, YOU SHOULD READ THE REST OF THIS PAGE AND THE NEXT TO YOURSELF.

## During the Play

Listen to Mike and Lisa talk over their problem, and encourage them to act as if it really were their lives. Give them answers to questions about gonorrhea if they ask. Your friend, Lisa, may also want to talk over her problem with you.

## As Director

1. Get started promptly. As soon as you have finished reading, ask the others if they are ready.
2. Ask Mike to start by telling his story to Sandy or Lisa.
   Ask whether he is going to call the person or talk to them "face to face."
3. If Mike runs out of things to say, prompt him to tell Lisa all the facts:
   - the symptoms
   - that he has gonorrhea
   - the treatment
   - where he got the disease.
4. If Lisa runs out of things to say, prompt her to tell Mike:
   - how she feels about his affair with the other woman
   - if she believes this is, or will be, the only time
   - what she is going to do about the gonorrhea
   - what she is going to do about the relationship
   - if she will be able to trust Mike again

(Continue to next page)

# After the Play

**Discussion questions:**

1. Call on Sandy to lead with his discussion questions.

2. Ask the following questions.

(Some of these questions may be brought up for discussion during the play; but if they are not covered during the play, make sure they are discussed after the play.)

1. What will happen if they ignore gonorrhea?
2. If you, as best friend, had known about Mike and the girl at the basketball court, should you have told Lisa? Why or why not?
3. If you know other girls who are thinking of dating Mike, should you tell them anything about him? If so, what?

**Note from the Authors:**

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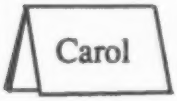

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Carol

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Carol

## Information for Teachers (5)

- Discuss with the students the common reasons for having sex they explored in their groups. Some reasons they might offer:

a) "My friends are doing it."
b) "It feels good."
c) "It makes me feel grown-up."
d) "I wanted to feel really close to someone."
e) "I want my boy (girl) friend to know I love him (her)."
f) "I wanted to know what it was like."
g) "I am lonely much of the time."
h) "I was angry with my parents."
i) "I was influenced by a movie (T.V. show, song, etc.)."

- Discuss with the students the common reasons for having children they explored in their groups. Encourage them to tell why these reasons are not good ones. Some reasons they might offer:

a) "I want a child to love."
b) "I want someone to love me."
c) "I want the experience of being a parent."
d) "I want to feel close and important to someone."
f) "I feel my life would not be complete without having a child."
f) "Having a child makes me fell more like a woman (man)."
g) "I want to keep my boy (girl) friend."

- Encourage the students to explore alternatives to sex. You may want to make three columns on the chalkboard: "LOW RISK MEDIUM RISK HIGH RISK" and have the students list their "alternative activities" ideas under the heading they feel proper. Acts listed may be highly sexual or not. This allows each individual student to privately apply his/her morality ethic *without raising it as an issue in the classroom.* Teachers will more effectively focus on **risk behaviors** rather than highly individualized morality.

# Important Note:

**Stress to the students that planning ahead is vital! If a couple resolves to abstain from having sex they should plan to stay out of tempting situations and adhere to that resolution. If a couple plans to become sexually active, or suspects that they will, they should prepare to lessen the high risks.**

# Teacher Information: Pregnancy Team Pack

The Pregnancy **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students and teachers overwhelmingly endorse this method of classroom activity.

## Pregnancy Team Pack Goals

1. TO PROLONG ABSTINENCE until student's life situation is appropriate.
2. To increase students' knowledge of how and when pregnancy occurs:
   a) there is no absolutely safe period to have sex;
   b) almost all teenagers are old enough to produce a child;
   c) a girl may become pregnant the first time she has sex.
3. To inform sexually active students about the dangers of sex:
   a) unwanted children may result;
   b) sexually transmitted diseases may be passed from one partner to the other.
4. To encourage sexually active students to seek medical advice on the most appropriate form of birth control/protection for them, and to realize that:
   a) forms of birth control such as the pill and the diaphragm do not protect against STDs;
   b) the latex condom plus spermicide provides the best protection against pregnancy and STDs, but fails about one time in eleven proper uses.
5. To encourage pregnant teenagers to seek medical advice as early as possible:
   a) they should be checked for certain diseases;
   b) proper diet and medical care are necessary for them and their babies to be healthy.
6. To explore some other useful information relating to pregnency: i.e., common, but inappropriate, reasons why teenagers may wish to have children.

**Each Team Pack provides a self-contained teaching unit for use by four students during one or two class periods. In the first period, students review questions and answers about pregnancy. In the second period, students are involved in role play and discussion.**

TO THE TEACHER:

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief four-section booklet will guide you through the process.*

1. Information for teachers - pp. 1-5.
2. Summary of students' questions and answers - pp. 6-8.
3. Objective test and answers - pp. 9-12.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 13.

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## Information for Teachers (2)

*To encourage spontaneity, and to increase the impact of the role play, it is recommended that you not give the students information about the nature of their roles. They will learn about their parts as they read the **Team Packs**.*

## Time Requirements

The activity consists of (1) a pregnancy information exchange segment* (2) a role play driven by a printed scenario and (3) a wrap-up discussion session—led by the teacher—immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Many teachers have completed this activity in one 50-minute class period, but some prefer to use two periods for the **Team Pack**, so students will not have to be rushed through the sharing of their learning and reactions, which is very important in cooperative learning.

***The information is in a jigsaw format, i.e. the answers are "cut up" so that each student has the answers to 1/4 of the questions and must rely on groupmates for the other 3/4.**

## Procedures

Familiarization with materials

- A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center. (See p. 6 for address.)

- Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

Classroom preparation

- Students need to know how to get free, confidential medical information. Place on chalkboard the telephone number and address of the local health clinic. You may also be able to locate other responsible agencies in your state/area who offer hotline counseling on pregnancy issues and provide these contact numbers to your students.

- Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (you may need to have some groups with three students).

- If possible, Ruth should be played by a female and Steve should be played by a male. Bob and Marty may be played by males or females. In a group of three, Bob and Marty should be played by the same person.

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•Once the students are in their groups, allow them to decide on the roles they play:

**Ruth** has been going steady with Steve. Eight weeks ago they had sex for the first time. She has just discovered that she is pregnant. She must now decide whether to tell Steve or discuss it first with her best friend, Marty.

**Steve** has been going steady with Ruth. After Ruth tells him that she is expecting his child, he must decide what he wants to do. He may wish to discuss the situation first with his best friend, Bob, or with Ruth, his girlfriend.

**Marty** is Ruth's best friend. She (or he) leads a discussion within the group after the role play is over. Ruth may decide to talk with her before confronting Steve.

**Bob** is Steve's best friend and the director. He is responsible for keeping the group on task. Steve may wish to discuss his problem with Bob.

## Directions for Supervising the Team Pack

•Distribute the **Team Packs**. Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class.

•After beginning the activity with the readalong instructions, tell each student to read the boldface print at the bottom of the instruction sheet and wait for Bob to give further instructions. From this point, the activity should run itself under the guidance of Bob.

•Pages 6-8 provide the student jigsaw questions and answers (pp. 1-3 in student booklets) so that you can track the group discussions as needed. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the videotape for further information on dysfunctional groups.

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## Information for Teachers (4)

## Wrap-Up

•The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

•Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other.

There are several suggestions to consider when conducting the debriefing. For example:
•Practice the WAIT TIME concept. Research has shown that learning is increased 200-300% if one waits four or five seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.
•Ask probing questions that cannot be answered by a "yes" or "no."
Example: "What did you like about playing the role of Ruth?" instead of "Did you like playing the role of Ruth?"

## Pregnancy Activity Sample Questions:

- For "Ruth":
  - a. How did you feel when you saw your test results?
  - b. Did you tell Steve first or your best friend? Why?
  - c. How did you feel having to tell Steve (or Marty) about your problem?
  - d. How did you handle the situation?

- For "Steve":
  - a. How did you feel when Ruth told you? Did your feelings toward Ruth change?
  - b. What did you say?
  - c. Did you change any of your long-term goals?

- In general:
  - a. What was the most worthwhile part of the activity? the most difficult part?
  - b. Did Ruth risk only pregnancy during this one sexual activity?

• For everyone: Do you think this situation could have been avoided if Ruth and Steve had planned for this possibility? (This question is very important and should be explored in depth, because many adolescents think that it's okay to have sex if it "just happens," but that it is immoral to plan, and therefore to be prepared, for having sex.)

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## Information for Teachers (5)

- Discuss with the students the common reasons for having sex they explored in their groups. Some reasons they might offer:

a) "My friends are doing it."
b) "It feels good."
c) "It makes me feel grown-up."
d) "I wanted to feel really close to someone."
e) "I want my boy (girl) friend to know I love him (her)."
f) "I wanted to know what it was like."
g) "I am lonely much of the time."
h) "I was angry with my parents."
i) "I was influenced by a movie (T.V. show, song, etc.)."

- Discuss with the students the common reasons for having children they explored in their groups. Encourage them to tell why these reasons are not good ones. Some reasons they might offer:

a) "I want a child to love."
b) "I want someone to love me."
c) "I want the experience of being a parent."
d) "I want to feel close and important to someone."
f) "I feel my life would not be complete without having a child."
f) "Having a child makes me fell more like a woman (man)."
g) "I want to keep my boy (girl) friend."

- Encourage the students to explore alternatives to sex. You may want to make three columns on the chalkboard: "LOW RISK MEDIUM RISK HIGH RISK" and have the students list their "alternative activities" ideas under the heading they feel proper. Acts listed may be highly sexual or not. This allows each individual student to privately apply his/her morality ethic *without raising it as an issue in the classroom*. Teachers will more effectively focus on risk behaviors rather than highly individualized morality.

# Important Note:

**Stress to the students that planning ahead is vital! If a couple resolves to abstain from having sex they should plan to stay out of tempting situations and adhere to that resolution. If a couple plans to become sexually active, or suspects that they will, they should prepare to lessen the high risks.**

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# Instruction Sheet

**Read (along as your teacher reads this page) aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students about dangerous sex/safer sex.
3. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
4. To advise pregnant teenagers where and how to seek early medical advice.
5. To explore any other information relating to pregnancy which may be useful to you.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Bob will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

## Note from the Authors

**Team Packs (group instructional methodology) are developed by trial and error. The Pregnancy Team Pack has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:**

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

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## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.
**!!Remember, the group should discuss each question before reading the answer!!**
**Bob, as Director, now tell Ruth to begin.**

---

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**
Very serious! You may know someone who is a teen mother or father. Most did not want, or plan, to get pregnant, and are soon sorry they didn't plan ahead to keep it from happening.

---

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**
Every thirty seconds.

---

Marty **Are there any safe times when a female can have sex and not get pregnant?**
There are almost no safe times because the ova can be fertilized for one or two days after ovulation (the release of an egg from the female's ovaries), and sperm can live for four or five days in the woman. Because of this, intercouse before or after the release of the egg can lead to a pregnancy.

---

Bob **How old do you have to be to have a baby?**
A girl can get pregnant soon after her menstrual periods begin, which is often between 10 and 13 years of age. This is when the girl's body begins releasing one egg each menstrual cycle. Boys can fertilize the egg when they begin making sperm. This is usually between 12 and 14 years of age.

---

Ruth **Can a girl get pregnant the first time she has sex?**
Yes! Many teenage girls become pregnant the first time they have sex.

---

Steve **How does a girl know if she is pregnant?**
The best indication is that her menstrual periods will stop. She may also gain weight, become nauseous, and/or develop swollen, tender breasts.

---

Marty **Are there tests for pregnancy?**
Yes. There is a urine test and a blood test. The urine tests available at drug stores can detect pregnancy within three to five days of a missed period. A girl must go to a doctor for the blood test.

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**
Parents are NOT told about any visit to a public health clinic. Visits usually cost under $10, but no one is turned away. If you are unable to pay anything you will still be tested and cared for.

## Pregnancy Information Sheet (2)

Ruth **If a female is pregnant should she see a doctor?**

**Yes!** Because there are certain diseases she should be checked for so that she and the baby will remain healthy. A pregnant woman must eat right and care for herself so she and her baby will remain healthy. She must see the doctor as soon as she thinks she might be pregnant. Alcohol, drugs, and smoking cause babies to have serious health problems that can ruin them for life.

Steve **Can condoms prevent pregnancy?**

Most of the time--but only if used correctly. A latex condom must be on from the beginning of intercourse, and intercourse must stop after the semen ( the fluid which contains sperm) is released; otherwise the condom can slip off, allowing sperm (or germs in partners with STDs--sexually transmitted diseases-- including AIDS) to leak around it. A condom must be used one time only! (Studies show that condoms fail around 10% of the time.)

Marty **What else can prevent pregnancy?**

**•Abstinence (not having sex) is the ONLY sure way to prevent pregnancy!**

•When taken every day, the pill is the next most reliable method. *The pill will not protect you from getting STDs from an infected partner*, and a few women experience side effects such as retaining water and feeling irritable. A doctor can help a woman decide if the pill is right for her.

•Diaphragms with spermicidal jelly/cream are fairly reliable for preventing pregnancy when used correctly, *but do not prevent the spread of sexually transmitted diseases (STDs) including AIDS.*

•Vaginal foam containing nonoxynol-9, used correctly, reduces the risk of a pregnancy. It does not seem to prevent AIDS. A combination of vaginal foam + latex condom may be the safest method available for pregnancy and STD's prevention other than abstinence.

•Although withdrawal, the rhythm method and using a douche are used to prevent pregnancy, they are less effective than the other birth control methods *and provide no protection against infection with STDs.*

Bob **Can sexually transmitted diseases be passed to the baby?**

Yes. STDs can be transmitted to the baby and cause serious problems, such as blindness, deformities, and death.

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to ... **especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Objective Test

Following this page are twenty questions which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

### Answers to the Multiple Choice Questions

1. b
2. d
3. a
4. a
5. c
6. d
7. c
8. a
9. a
10. c
11. d
12. d
13. b
14. a
15. c
16. c
17. d
18. d
19. c
20. d

# Pregnancy Team Pack Test

1. At what age can a girl begin having babies?
    a) at any age
    b) soon after she begins her menstrual periods
    c) only after the age of fifteen
    d) only after the age of twenty

2. An American teenage girl gets pregnant once every:
    a) thirty days
    b) thirty hours
    c) thirty minutes
    d) thirty seconds

3. How many times must a female have sex to become pregnant?
    a) one
    b) two
    c) three
    d) more than three

4. A female can get pregnant only?
    a) when she produces an egg
    b) during her menstrual period
    c) when lying down
    d) after menopause

5. How long can sperm live in the female?
    a) a few minutes
    b) a few hours
    c) a few days
    d) a few weeks

6. When can a female have intercourse without the risk of pregnancy?
    a) during the woman's menstrual period
    b) the day before the woman's menstrual period
    c) the day after the woman's menstrual period
    d) there is no absolutely safe time

7. How old must a male be before he can father a child?
    a) any age
    b) when he needs to begin shaving
    c) when he begins making sperm
    d) only after the age of fifteen

# Pregnancy Team Pack Test - Page 2

8. Which of the following is the best indication that a female may be pregnant?
   - a) her menstrual periods stop
   - b) she gains weight
   - c) she becomes nauseous
   - d) she faints

9. Which of the following can be tested for pregnancy?
   - a) urine and blood
   - b) blood and stool
   - c) urine and stool
   - d) urine and sperm

10. Which can be tested at home?
   - a) blood
   - b) sperm
   - c) urine
   - d) stool

11. A pregnant female must see a doctor because she needs to:
   - a) lose weight.
   - b) have her eyes checked.
   - c) take penicillin.
   - d) get prenatal care.

12. A baby may have serious health problems if the mother does which of the following?
   - a) drinks alcoholic beverages
   - b) takes illegal drugs
   - c) smokes cigarettes
   - d) any of the above

13. (Other than abstinence) which of the following birth control methods is the most effective in preventing pregnancy?
   - a) withdrawal before climax
   - b) use of birth control pills
   - c) rhythm methods
   - d) douche after sexual intercourse

14. Which of the following is the only completely (100%) effective way of preventing pregnancy?
   - a) not having sex
   - b) always using a latex condom
   - c) taking birth control pills
   - d) douching after sexual intercourse

# Pregnancy Team Pack Test - Page 3

15. For a latex condom to be effective in preventing pregnancy, it:
    a) must be skin color
    b) can be removed before the sperm is released
    c) must be on from the beginning of intercourse
    d) must be obtained from a health clinic

16. For a latex condom to be effective in preventing pregnancy, it:
    a) must be checked by a doctor
    b) must be bought at a drug store
    c) must be removed soon after sperm is released
    d) must be washed before being used

17. A good reason for an unmarried adolescent to have a baby is:
    a) to have someone to love.
    b) to have someone to love her.
    c) to feel more "grown up".
    d) there is no good reason.

18. A good reason for an unmarried boy to father a baby is:
    a) to show that he is a man.
    b) to make the girl proud of him.
    c) to have someone carry on his name.
    d) there is no good reason.

19. Which of the following helps prevent the spread of sexually transmitted diseases?
    a) birth control pills
    b) diaphragms
    c) latex condoms
    d) douches

20. If a female goes to the health clinic for a pregnancy test and is found to be pregnant, who will be told?
    a) her parents
    b) her boyfriend
    c) her teacher
    d) none of the above

# PREGNANCY Team Pack

## Evaluation Form

Last Name: ______________________ First Name: ______________________

Position: ______________________ County Name: ______________________

School Name (Agency where used): ______________________

Address: ______________________
Street number or PO Box City ST ZIP

Used on Date: ______________ in ______________________ class (LMS, science,?)

### Please circle the most appropriate answer:

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

If you gave a pretest and/or posttest, please share the classes' average scores with us:

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |
| ____ | ______ | ____ | ____ | ____ | ______ | ____ | ____ |

**Comments:** (especially suggestions for future improvements)

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in prevention of adolescent pregnancy.**

R5/92

Teacher 13

Center for Cooperative Learning
5700 S.W. 34th Street
Suite 323
Gainesville, FL  32608

Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

# STEVE

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# PREGNANCY • "Once is Enough"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs** (Group instructional methodology) are developed by trial and error. The Pregnancy **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

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University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# PREGNANCY - "Once is Enough"

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

Bob, as Director, now tell Ruth to begin.

Ruth **How serious is the problem of unwanted pregnancy among teen agers?**

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

Marty **Are there any safe times when a female can have sex and not get pregnant?**

Bob **How old do you have to be to have a baby?**

Ruth **Can a girl get pregnant the first time she has sex?**

Steve **How does a girl know if she is pregnant?**

The best indication is that her menstrual periods will stop. She may also gain weight, become nauseous, and/or develop swollen, tender breasts.

Marty **Are there tests for pregnancy?**

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

# PREGNANCY • "Once Is Enough"

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

Steve **Can condoms prevent pregnancy?**

Most of the time--but only if used correctly. A latex condom must be on from the beginning of intercourse, and intercourse must stop after the semen (the fluid which contains sperm) is released; otherwise the condom can slip off, allowing the semen containing sperm (or germs in partners with STD's--sexually transmitted diseases--including AIDS) to leak around it. A condom must be used one time only! (Studies show that condoms fail around 10% of the time.)

Marty **What else can prevent pregnancy?**

- **Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

# PREGNANCY • "Once Is Enough"

### Steve's Part

## Getting Started

Steve, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because they may be able to offer you advice and guidance.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB, THE DIRECTOR, WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

You have been going steady with Ruth for almost a year. Eight weeks ago you and Ruth watched a really sexy TV program at her house. You both got carried away and had sex for the first time.

Decide the Following:

- What are your career goals?
- How far do you want to go in school?
- Do you plan to get married? If so, at what age?
- Do you want to have children? If so, when?

## During the Play

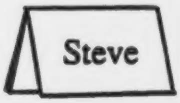
When Bob tells you to begin the play, Ruth has a story to tell you. (She may want to talk to her friend Marty, first.) You will have to respond based on the decisions you made above. You may also want to talk over your problem with your friend, Bob.

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**



Fold on this line first.

Steve

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Steve

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

# RUTH

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# PREGNANCY • "Once is Enough"

## Instruction Sheet

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2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs** (Group instructional methodology) are developed by trial and error. The Pregnancy **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# PREGNANCY ✦ *Once is Enough*

RUTH

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

Bob, as Director, now tell Ruth to begin.

---

Ruth **How serious is the problem of unwanted pregnancy among teen agers?**

Very serious! You may know someone who is a teen mother or father. Most did not want, or plan, to get pregnant, and are soon sorry they didn't plan ahead to keep it from happening.

---

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

---

2

Marty **Are there any safe times when a female can have sex and not get pregnant?**

---

Bob **How old do you have to be to have a baby?**

---

Ruth **Can a girl get pregnant the first time she has sex?**

Yes! Many teenage girls become pregnant the first time they have sex.

---

Steve **How does a girl know if she is pregnant?**

---

Marty **Are there tests for pregnancy?**

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

**Yes!** Because there are certain diseases she should be checked for so that she and the baby will remain healthy. A pregnant woman must eat right and care for herself so she and her baby will remain healthy. She must see the doctor as soon as she thinks she might be pregnant. Alcohol, drugs, and smoking cause babies to have serious health problems that can ruin them for life.

Steve **Can condoms prevent pregnancy?**

Marty **What else can prevent pregnancy?**

- **Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to . . . **especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Ruth's Part

## Getting Started

Ruth, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because they may be able to offer you advice and guidance.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB, THE DIRECTOR, WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

You have been going steady with Steve for almost a year. Eight weeks ago you and Steve watched a really sexy TV program at your house. You both got carried away and had sex for the first time. You have missed one period and are late for the second one, which has never happened before. You have a very regular 28-day menstrual cycle. This morning you bought a pregnancy test kit at the drugstore. You tested your urine and found out you're pregnant.

### Decide the following:

- What are your career goals? At what age had you planned to get married? These goals will probably affect your decisions.
- To whom are you going to talk first—Steve or perhaps your best friend, Marty?
- How are you going to tell Steve about this problem—by going to see him or by phone?
- What are you going to say —about your pregnancy, your responsibilities, his responsibilities, your options?
- What are your options (for example, get married and raise the child, put the child up for adoption, have an abortion)?
- Who else will you talk to about your problem—parents, counselors?
- What are your rights and what are Steve's rights in making this decision?

## During the Play

When Bob tells you to begin the play, start by talking to Marty or Steve face-to-face or by phone. If you decide not to tell your boyfriend at all, then you should discuss with the group why you're not telling him. Tell Steve or Marty why you think you are pregnant (symptoms and the test results). You may find it easier to talk to your friend and get her moral support. Perhaps you may wish to rehearse with her what you will tell Steve.

**Note from the Authors:**

We need your help to make this learning activity better. Please tell your teacher what you like and/or dislike about this activity so that it can be included in your teacher's report to us.

**NAME CARD PAGE:**

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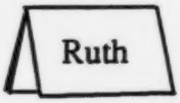

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# Ruth

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

# Ruth

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

Parker A. Small, Jr., M.D. Michael Johnson, M.D. Natalie Small, Ph.D.

CHARACTER:

# BOB

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# PREGNANCY - "Once is Enough"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs** (Group instructional methodology) are developed by trial and error. The Pregnancy **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

# PREGNANCY = "Once is Enough"

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Bob, as Director, now tell Ruth to begin.**

---

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**

---

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

---

Marty **Are there any safe times when a female can have sex and not get pregnant?**

---

Bob **How old do you have to be to have a baby?**

A girl can get pregnant soon after her menstrual periods begin, which is often between 10 and 13 years of age. This is when the girl's body begins releasing one egg each menstrual cycle. Boys can fertilize the egg when they begin making sperm. This is usually between 12 and 14 years of age.

---

Ruth **Can a girl get pregnant the first time she has sex?**

---

Steve **How does a girl know if she is pregnant?**

---

Marty **Are there tests for pregnancy?**

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

Parents are NOT told about any visit to a public health clinic. Visits usually cost under $10, but no one is turned away. If you are unable to pay anything you will still be tested and cared for.

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

Steve **Can condoms prevent pregnancy?**

Marty **What else can prevent pregnancy?**

•**Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

**Yes**. STDs can be transmitted to the baby and cause serious problems, such as blindness, deformities, and death.

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Bob's Part

## Getting Started

Bob, these are the steps you need to do to get your part started:

1. You are the Director, and you have three or four minutes to prepare for your part in the play. Listen carefully to each group member, because YOU will lead an important discussion after the play is over.

2. WHILE THEY ARE GETTING READY, YOU SHOULD READ THE REST OF THIS PAGE TO YOURSELF, AND THEN CALL ON RUTH TO START.

## Story

Your best friend, Steve, has been going steady for almost a year with Ruth. Eight weeks ago they watched a really sexy TV program at Ruth's house. They both got carried away and had sex for the first time.

## During the Play

Listen to Ruth and Steve talk over their problem. Give them answers to questions about pregnancy if they ask. Steve may also want to talk over his problem with you.

## As Director

1. Get started as soon as everyone has finished reading the information sheets.
2. Ask Ruth to start by telling her story to Marty or Steve. She may want to either call one of them on the phone or go to their house and speak with them directly.
3. If Ruth runs out of things to say, have her tell Steve:
    - that she is pregnant (the symptoms and the test).
    - what she wants to do.
    - what she thinks she should do (this may be different).
    - what she wants or expects him to do.
4. If Steve runs out of things to say, have him tell Ruth:
    - what he wants to do.
    - what he thinks he should do.
    - what he wants or expects Ruth to do.
    - what he believes are his rights and responsibilities.
5. Be sure Ruth and Steve discuss:
    - to whom they would talk (parents, friends, doctor, counselor).
    - what they might do (get married and raise the child, put the child up for adoption, have an abortion).
    - who is responsible for decisions, expenses, etc.

**(Continue to next page)**

**Bob's Part**

## After the Play

1. Call on Marty to lead with his/her discussion questions.

2. Ask the questions below. Be sure to check the answers against the information sheet! Many people have ideas that can be very dangerous.

### Discussion questions:

- What are some common reasons for having sex? What are some alternatives to sex for these situations?

- What are some common reasons for having children? Discuss why these reasons are inappropriate for teenagers.

- Does the pill prevent pregnancy? Does it prevent STDs?

- Do latex condoms prevent pregnancy? Do they prevent STDs?

- Do other forms of contraception, such as diaphragms and spermicidal jelly prevent pregnancy? Do they prevent STDs?

**Note from the Authors:**
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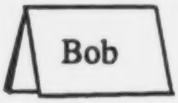

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Bob

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Bob

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

# MARTY

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# PREGNANCY - "Once Is Enough"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

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## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Bob, as Director, now tell Ruth to begin.**

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

Marty **Are there any safe times when a female can have sex and not get pregnant?**

There are almost no safe times because the ova can be fertilized for one or two days after ovulation (the release of an egg from the female's ovaries), and sperm can live for four or five days in the woman. Because of this, intercouse before or after the release of the egg can lead to a pregnancy.

Bob **How old do you have to be to have a baby?**

Ruth **Can a girl get pregnant the first time she has sex?**

Steve **How does a girl know if she is pregnant?**

Marty **Are there tests for pregnancy?**

Yes. There is a urine test and a blood test. The urine tests available at drug stores can detect pregnancy within three to five days of a missed period. A girl must go to a doctor for the blood test.

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

---

Steve **Can condoms prevent pregnancy?**

---

Marty **What else can prevent pregnancy?**

- **Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**
- When taken every day, the pill is the next most reliable method. *The pill will not protect you from getting STDs from an infected partner*, and a few women experience side effects such as retaining water and feeling irritable. A doctor can help a woman decide if the pill is right for her.
- Diaphragms with spermicidal jelly/cream are fairly reliable for preventing pregnancy when used correctly, *but do not prevent the spread of sexually transmitted diseases (STDs) including AIDS.*
- Vaginal foam containing nonoxynol-9, used correctly, reduces the risk of a pregnancy. It does not seem to prevent AIDS. A combination of vaginal foam + latex condom may be the safest method available for pregnancy and STD's prevention other than abstinence.
- Although withdrawal, the rhythm method and using a douche are used to prevent pregnancy, they are less effective than the other birth control methods *and provide no protection against infection with STDs.*

---

Bob **Can sexually transmitted diseases be passed to the baby?**

---

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

---

**STOP**

**Your teacher will tell you when to continue.**

## Marty's Part

---

## Getting Started

Marty, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because Bob, the Director, will ask YOU to lead an important discussion after the play is over.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

Your best friend Ruth has been going steady for almost a year with Steve. Eight weeks ago they watched a really sexy TV program at Ruth's house. They both got carried away and had sex for the first time.

## During the Play

You should listen to Ruth and Steve talk over their problem. Make sure they discuss things that you think are important. Ruth may also want to talk over her problem with you.

Be sure the couple discusses whom they would talk to (for example, parents, friends, doctor, clergy) and what they might do (for example, get married and raise the child, put the child up for adoption, have an abortion).

You will be the expert on pregnancy. If questions arise, you are to give the answers. If you don't know, you will have to look them up on your information sheet.

## After the Play

Bob will ask you to lead a discussion of the issues below. Make sure now that you know the answers and explanations to the first two questions.

### Discussion questions:

- Are there some "safe" and some fertile periods in a woman's menstrual cycle? Can they be accurately predicted?
- Are there "safe" periods in a woman's menstrual cycle when she cannot get sexually transmitted diseases?
- Whose responsibility is it to use adequate contraception?
- Who should decide whether or not a woman should have an abortion? The woman? The man? The doctor? The state? The church?
- What rights and responsibilities does the father have?

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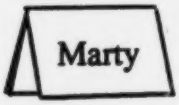

Fold on this line first.

Marty

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Marty

# Printing Instructions for CCL **Pregnancy Team Packs**

We realize that teachers who reproduce **Team Packs** themselves may have access only to white copy paper. If you have a school printshop, however, using colored paper per the following instructions should be no problem and will give you the advantage of color-coded student booklets. (Sending the sample booklets along with the printshop order may be helpful.) Remember that one **Team Pack** serves a team of four students in calculating your order, and to specify whether you wish them packaged as class sets as described below. One Teacher Instruction manual for each teacher using the materials may be sufficient rather than one in every class set.

| **Pregnancy Teacher Instructions manual** | | Staple once in top left corner. | |
|---|---|---|---|
| - Cover through p. 4 red | | | |
| - Cover | 1 side only | pp .1-4 | 2-sided |
| p. 5 | 1 side only | | |
| - pp. 6-8 pink | | | |
| | | pp. 6-7 | 2-sided |
| p. 8 | 1 side only | | |
| - pp. 9-12 white | | | |
| - p. 9-12 | 1 side only | pp. 13-13a | 2 sided |

**Pregnancy Student Team Pack booklets:**

| Bob- print on pastel yellow | | | |
|---|---|---|---|
| cover | 1 side only | pp. 1-4 | 2 sided |
| p. 5, namecard sheet | 1 side only | | |

| Marty- print on pastel green | | | |
|---|---|---|---|
| cover | 1 side only | pp. 1-4 | 2 sided |
| namecard sheet | 1 side only | | |

| Ruth- print on pastel pink | | | |
|---|---|---|---|
| cover | 1 side only | pp. 1-4 | 2 sided |
| namecard sheet | 1 side only | | |

| Steve- print on pastel blue | | | |
|---|---|---|---|
| cover | 1 side only | pp. 1-4 | 2 sided |
| namecard sheet | 1 side only | | |

Each student booklet should be stapled twice in left margin and collated into **Team Packs** (1 of each student booklet), which may then be packaged in class sets--10 **Team Packs** + one Teacher Instruction manual--in a 10X13 envelope for ease in handling (and distribution to teachers if printed centrally). Outside of envelope should be printed or labelled with the words: "Pregnancy **Team Packs**".

**THESE MATERIALS ARE COPYRIGHTED BY THE CENTER FOR COOPERATIVE LEARNING AND MAY BE DUPLICATED ONLY FOR NONPROFIT EDUCATIONAL USE WITH ADOLESCENTS IN PURCHASING SCHOOL DISTRICT. CALL (904) 392-3858 FOR FURTHER INFORMATION.**

# TEACHER INSTRUCTIONS

Pregnancy Team Pack

# "ONCE IS ENOUGH"

Parker A. Small, Jr., M.D.
Pat Powers, Ed.S.
Anita Smart, M.A.E.

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# Teacher Information: Pregnancy Team Pack

The Pregnancy **Team Pack** has been developed by physicians and educators, and has been tested with thousands of students. The method of instruction used by this **Team Pack** is based on research which supports the theory that emotional involvement is more likely to change attitudes and behavior than is instruction which relies solely upon presentation of factual information. Students and teachers overwhelmingly endorse this method of classroom activity.

## Pregnancy Team Pack Goals

1. TO PROLONG ABSTINENCE until student's life situation is appropriate.
2. To increase students' knowledge of how and when pregnancy occurs:
   a) there is no absolutely safe period to have sex;
   b) almost all teenagers are old enough to produce a child;
   c) a girl may become pregnant the first time she has sex.
3. To inform sexually active students about the dangers of sex:
   a) unwanted children may result;
   b) sexually transmitted diseases may be passed from one partner to the other.
4. To encourage sexually active students to seek medical advice on the most appropriate form of birth control/protection for them, and to realize that:
   a) forms of birth control such as the pill and the diaphragm do not protect against STDs;
   b) the latex condom plus spermicide provides the best protection against pregnancy and STDs, but fails about one time in eleven proper uses.
5. To encourage pregnant teenagers to seek medical advice as early as possible:
   a) they should be checked for certain diseases;
   b) proper diet and medical care are necessary for them and their babies to be healthy.
6. To explore some other useful information relating to pregnancy: i.e., common, but inappropriate, reasons why teenagers may wish to have children.

**Each Team Pack provides a self-contained teaching unit for use by four students during one or two class periods. In the first period, students review questions and answers about pregnancy. In the second period, students are involved in role play and discussion.**

TO THE TEACHER:

*Teaching with Team Packs is innovative and challenging for your classes while being rewarding and satisfying for you. This brief four-section booklet will guide you through the process.*

1. Information for teachers - pp. 1-5.
2. Summary of students' questions and answers - pp. 6-8.
3. Objective test and answers - pp. 9-12.
4. Evaluation form: Please photocopy and return following each use of Team Packs - p. 13.

*To encourage spontaneity, and to increase the impact of the role play, it is recommended that you not give the students information about the nature of their roles. They will learn about their parts as they read the* ***Team Packs****.*

## Time Requirements

The activity consists of (1) a pregnancy information exchange segment* (2) a role play driven by a printed scenario and (3) a wrap-up discussion session—led by the teacher—immediately following the role play. For maximum effectiveness, the wrap-up session should be started on the same day the role play is completed. Many teachers have completed this activity in one 50-minute class period, but some prefer to use two periods for the **Team Pack**, so students will not have to be rushed through the sharing of their learning and reactions, which is very important in cooperative learning.

***The information is in a jigsaw format, i.e. the answers are "cut up" so that each student has the answers to 1/4 of the questions and must rely on groupmates for the other 3/4.**

## Procedures

### Familiarization with materials

- A good way for teachers to familiarize themselves with the activity is by viewing two 15-minute videos: "Cooperative Learning-The Team Approach to AIDS Education" and "Dysfunctional Groups-Diagnosis and Treatment". They were designed to introduce the **Team Pack** technique and assist teachers with small group instruction. The videotape should be available through your curriculum supervisor or the Center. (See p. 6 for address.)

- Going through the **Team Pack** with two or three other teachers assuming the roles the students would play is the best way to familiarize yourself with the content and process of the activity. No amount of preparation is as effective as doing the activity yourself.

### Classroom preparation

- Students need to know how to get free, confidential medical information. Place on chalkboard the telephone number and address of the local health clinic. You may also be able to locate other responsible agencies in your state/area who offer hotline counseling on pregnancy issues and provide these contact numbers to your students.

- Arrange the classroom so that students may sit in groups of four and face each other. Assign the students to groups of four (you may need to have some groups with three students).

- If possible, Ruth should be played by a female and Steve should be played by a male. Bob and Marty may be played by males or females. In a group of three, Bob and Marty should be played by the same person.

## Information for Teachers (3)

•Once the students are in their groups, allow them to decide on the roles they play:

**Ruth** has been going steady with Steve. Eight weeks ago they had sex for the first time. She has just discovered that she is pregnant. She must now decide whether to tell Steve or discuss it first with her best friend, Marty.

**Steve** has been going steady with Ruth. After Ruth tells him that she is expecting his child, he must decide what he wants to do. He may wish to discuss the situation first with his best friend, Bob, or with Ruth, his girlfriend.

**Marty** is Ruth's best friend. She (or he) leads a discussion within the group after the role play is over. Ruth may decide to talk with her before confronting Steve.

**Bob** is Steve's best friend and the director. He is responsible for keeping the group on task. Steve may wish to discuss his problem with Bob.

# Directions for Supervising the Team Pack

•Distribute the **Team Packs**. Ask the students to turn to the first page and follow along as you read the instruction sheet aloud to the class.

•After beginning the activity with the readalong instructions, tell each student to read the boldface print at the bottom of the instruction sheet and wait for Bob to give further instructions. From this point, the activity should run itself under the guidance of Bob.

•Pages 6-8 provide the student jigsaw questions and answers (pp. 1-3 in student booklets) so that you can track the group discussions as needed. You can judge each group's progress and whether all students are on the same page by looking at the length of the ribbon down the outside edge of each page.

•The teacher can detect dysfunctional groups by looking for inappropriate body language (students turned away from the group, leaning back in their chairs, arms folded across chest), and groups that are not on task. Nonparticipatory behavior will have to be corrected by asking the student to face the group or by physically moving his or her chair. Off-task groups can be corrected by standing close to the group or by interrupting the conversation and asking the students to return to the activity. See the videotape for further information on dysfunctional groups.

## Wrap-Up

•The wrap-up discussion session should be started in the same class period as the role play, and may be carried over to the next class session if it is not completed.

•Debrief or "process" the activity for the entire class. Because this activity elicits such a wide range of emotions, it is helpful to allow students to express the feelings they have about playing their roles, and to discuss how the characters interacted with each other.

There are several suggestions to consider when conducting the debriefing. For example:
•Practice the WAIT TIME concept. Research has shown that learning is increased 200-300% if one waits four or five seconds between asking a question and calling on someone. This enables everyone to formulate an answer and makes for much more active learning.
•Ask probing questions that cannot be answered by a "yes" or "no."
Example: "What did you like about playing the role of Ruth?" instead of "Did you like playing the role of Ruth?"

## Pregnancy Activity Sample Questions:

- For "Ruth":
  a. How did you feel when you saw your test results?
  b. Did you tell Steve first or your best friend? Why?
  c. How did you feel having to tell Steve (or Marty) about your problem?
  d. How did you handle the situation?

- For "Steve":
  a. How did you feel when Ruth told you? Did your feelings toward Ruth change?
  b. What did you say?
  c. Did you change any of your long-term goals?

•In general:
  a. What was the most worthwhile part of the activity? the most difficult part?
  b. Did Ruth risk only pregnancy during this one sexual activity?

• For everyone: Do you think this situation could have been avoided if Ruth and Steve had planned for this possibility? (This question is very important and should be explored in depth, because many adolescents think that it's okay to have sex if it "just happens," but that it is immoral to plan, and therefore to be prepared, for having sex.)

## Information for Teachers (5)

• Discuss with the students the common reasons for having sex they explored in their groups. Some reasons they might offer:

a) "My friends are doing it."
b) "It feels good."
c) "It makes me feel grown-up."
d) "I wanted to feel really close to someone."
e) "I want my boy (girl) friend to know I love him (her)."
f) "I wanted to know what it was like."
g) "I am lonely much of the time."
h) "I was angry with my parents."
i) "I was influenced by a movie (T.V. show, song, etc.)."

• Discuss with the students the common reasons for having children they explored in their groups. Encourage them to tell why these reasons are not good ones. Some reasons they might offer:

a) "I want a child to love."
b) "I want someone to love me."
c) "I want the experience of being a parent."
d) "I want to feel close and important to someone."
f) "I feel my life would not be complete without having a child."
f) "Having a child makes me fell more like a woman (man)."
g) "I want to keep my boy (girl) friend."

• Encourage the students to explore alternatives to sex. You may want to make three columns on the chalkboard: "LOW RISK MEDIUM RISK HIGH RISK" and have the students list their "alternative activities" ideas under the heading they feel proper. Acts listed may be highly sexual or not. This allows each individual student to privately apply his/her morality ethic *without raising it as an issue in the classroom*. Teachers will more effectively focus on **risk behaviors** rather than highly individualized morality.

# Important Note:

**Stress to the students that planning ahead is vital! If a couple resolves to abstain from having sex they should plan to stay out of tempting situations and adhere to that resolution. If a couple plans to become sexually active, or suspects that they will, they should prepare to lessen the high risks.**

# Instruction Sheet

**Read (along as your teacher reads this page) aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students about dangerous sex/safer sex.
3. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
4. To advise pregnant teenagers where and how to seek early medical advice.
5. To explore any other information relating to pregnancy which may be useful to you.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. **Bob will be the Director for both sections.**

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

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Parker A. Small, Jr., M.D.
University of Florida
Center for Cooperative Learning
5700 SW 34th Street, Suite 323
Gainesville, FL 32608

BEST COPY AVAILABLE

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep. !!Remember, the group should discuss each question before reading the answer!! **Bob, as Director, now tell Ruth to begin.**

---

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**
Very serious! You may know someone who is a teen mother or father. Most did not want, or plan, to get pregnant, and are soon sorry they didn't plan ahead to keep it from happening.

---

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**
Every thirty seconds.

---

Marty **Are there any safe times when a female can have sex and not get pregnant?**
There are almost no safe times because the ova can be fertilized for one or two days after ovulation (the release of an egg from the female's ovaries), and sperm can live for four or five days in the woman. Because of this, intercouse before or after the release of the egg can lead to a pregnancy.

---

Bob **How old do you have to be to have a baby?**
A girl can get pregnant soon after her menstrual periods begin, which is often between 10 and 13 years of age. This is when the girl's body begins releasing one egg each menstrual cycle. Boys can fertilize the egg when they begin making sperm. This is usually between 12 and 14 years of age.

---

Ruth **Can a girl get pregnant the first time she has sex?**
Yes! Many teenage girls become pregnant the first time they have sex.

---

Steve **How does a girl know if she is pregnant?**
The best indication is that her menstrual periods will stop. She may also gain weight, become nauseous, and/or develop swollen, tender breasts.

---

Marty **Are there tests for pregnancy?**
Yes. There is a urine test and a blood test. The urine tests available at drug stores can detect pregnancy within three to five days of a missed period. A girl must go to a doctor for the blood test.

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**
Parents are NOT told about any visit to a public health clinic. Visits usually cost under $10, but no one is turned away. If you are unable to pay anything you will still be tested and cared for.

## Pregnancy Information Sheet (2)

Ruth **If a female is pregnant should she see a doctor?**

**Yes!** Because there are certain diseases she should be checked for so that she and the baby will remain healthy. A pregnant woman must eat right and care for herself so she and her baby will remain healthy. She must see the doctor as soon as she thinks she might be pregnant. Alcohol, drugs, and smoking cause babies to have serious health problems that can ruin them for life.

Steve **Can condoms prevent pregnancy?**

Most of the time--but only if used correctly. A latex condom must be on from the beginning of intercourse, and intercourse must stop after the semen ( the fluid which contains sperm) is released; otherwise the condom can slip off, allowing sperm (or germs in partners with STDs--sexually transmitted diseases-- including AIDS) to leak around it. A condom must be used one time only! (Studies show that condoms fail around 10% of the time.)

Marty **What else can prevent pregnancy?**

**•Abstinence (not having sex) is the ONLY sure way to prevent pregnancy!**

•When taken every day, the pill is the next most reliable method. *The pill will not protect you from getting STDs from an infected partner*, and a few women experience side effects such as retaining water and feeling irritable. A doctor can help a woman decide if the pill is right for her.

•Diaphragms with spermicidal jelly/cream are fairly reliable for preventing pregnancy when used correctly, *but do not prevent the spread of sexually transmitted diseases (STDs) including AIDS.*

•Vaginal foam containing nonoxynol-9, used correctly, reduces the risk of a pregnancy. It does not seem to prevent AIDS. A combination of vaginal foam + latex condom may be the safest method available for pregnancy and STD's prevention other than abstinence.

•Although withdrawal, the rhythm method and using a douche are used to prevent pregnancy, they are less effective than the other birth control methods *and provide no protection against infection with STDs.*

Bob **Can sexually transmitted diseases be passed to the baby?**

**Yes.** STDs can be transmitted to the baby and cause serious problems, such as blindness, deformities, and death.

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

•Some people do not think ahead to what can happen to them if they have sex.

•Couples get "carried away" when they don't mean to ... **especially if they use alcohol or drugs.**

•Some people think it's wrong to have sex if you plan it but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Information for Teachers (5)

### Objective Test

Following this page are twenty questions which you may use in any way you find helpful. If you wish, you may duplicate the test and use it as is, or you may modify it to fit the needs of your program.

Answers to the Multiple Choice Questions

1. b
2. d
3. a
4. a
5. c
6. d
7. c
8. a
9. a
10. c
11. d
12. d
13. b
14. a
15. c
16. c
17. d
18. d
19. c
20. d

# Pregnancy Team Pack Test

1. At what age can a girl begin having babies?
   a) at any age
   b) soon after she begins her menstrual periods
   c) only after the age of fifteen
   d) only after the age of twenty

2. An American teenage girl gets pregnant once every:
   a) thirty days
   b) thirty hours
   c) thirty minutes
   d) thirty seconds

3. How many times must a female have sex to become pregnant?
   a) one
   b) two
   c) three
   d) more than three

4. A female can get pregnant only?
   a) when she produces an egg
   b) during her menstrual period
   c) when lying down
   d) after menopause

5. How long can sperm live in the female?
   a) a few minutes
   b) a few hours
   c) a few days
   d) a few weeks

6. When can a female have intercourse without the risk of pregnancy?
   a) during the woman's menstrual period
   b) the day before the woman's menstrual period
   c) the day after the woman's menstrual period
   d) there is no absolutely safe time

7. How old must a male be before he can father a child?
   a) any age
   b) when he needs to begin shaving
   c) when he begins making sperm
   d) only after the age of fifteen

## Pregnancy Team Pack Test - Page 2

8. Which of the following is the best indication that a female may be pregnant?
   - a) her menstrual periods stop
   - b) she gains weight
   - c) she becomes nauseous
   - d) she faints

9. Which of the following can be tested for pregnancy?
   - a) urine and blood
   - b) blood and stool
   - c) urine and stool
   - d) urine and sperm

10. Which can be tested at home?
    - a) blood
    - b) sperm
    - c) urine
    - d) stool

11. A pregnant female must see a doctor because she needs to:
    - a) lose weight.
    - b) have her eyes checked.
    - c) take penicillin.
    - d) get prenatal care.

12. A baby may have serious health problems if the mother does which of the following?
    - a) drinks alcoholic beverages
    - b) takes illegal drugs
    - c) smokes cigarettes
    - d) any of the above

13. (Other than abstinence) which of the following birth control methods is the most effective in preventing pregnancy?
    - a) withdrawal before climax
    - b) use of birth control pills
    - c) rhythm methods
    - d) douche after sexual intercourse

14. Which of the following is the only completely (100%) effective way of preventing pregnancy?
    - a) not having sex
    - b) always using a latex condom
    - c) taking birth control pills
    - d) douching after sexual intercourse

# Pregnancy Team Pack Test - Page 3

15. For a latex condom to be effective in preventing pregnancy, it:
    a) must be skin color
    b) can be removed before the sperm is released
    c) must be on from the beginning of intercourse
    d) must be obtained from a health clinic

16. For a latex condom to be effective in preventing pregnancy, it:
    a) must be checked by a doctor
    b) must be bought at a drug store
    c) must be removed soon after sperm is released
    d) must be washed before being used

17. A good reason for an unmarried adolescent to have a baby is:
    a) to have someone to love.
    b) to have someone to love her.
    c) to feel more "grown up".
    d) there is no good reason.

18. A good reason for an unmarried boy to father a baby is:
    a) to show that he is a man.
    b) to make the girl proud of him.
    c) to have someone carry on his name.
    d) there is no good reason.

19. Which of the following helps prevent the spread of sexually transmitted diseases?
    a) birth control pills
    b) diaphragms
    c) latex condoms
    d) douches

20. If a female goes to the health clinic for a pregnancy test and is found to be pregnant, who will be told?
    a) her parents
    b) her boyfriend
    c) her teacher
    d) none of the above

# PREGNANCY Team Pack

## Evaluation Form

**Last Name:** ______________________ **First Name:** ______________________

**Position:** ______________________ **County Name:** ______________________

**School Name (Agency where used):** ______________________

**Address:** ______________________
Street number or PO Box City ST ZIP

**Used on Date:** ____________ **in** ______________________ **class (LMS, science,?)**

**Please circle the most appropriate answer:**

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|---|---|---|---|---|
| 1. The students learned a great deal from the activity. | A | B | C | D | E |
| 2. The students enjoyed doing this activity. | A | B | C | D | E |
| 3. Overall I thought this was a very worthwhile activity. | A | B | C | D | E |

**If you gave a pretest and/or posttest, please share the classes' average scores with us:**

| Period | # Students | Pretest | Posttest | Period | # Students | Pretest | Posttest |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

**Comments:** (especially suggestions for future improvements)

**The quality of our instructional materials depends on feedback from teachers like you. Please help us by filling out this page. Please tri-fold so our address on the other side shows, staple, stamp, and mail form back to us. Thank you for your important role in prevention of adolescent pregnancy.**

Center for Cooperative Learning
5700 S.W. 34th Street
Suite 323
Gainesville, FL  32608

# Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

**STEVE**

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

**These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida**

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**Namecard Edition R5/92**

# PREGNANCY • "Once is Enough"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

**TURN THE PAGE**

## Note from the Authors

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## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!
**Bob, as Director, now tell Ruth to begin.**

---

Ruth **How serious is the problem of unwanted pregnancy among teen agers?**

---

[✓ Steve] **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

---

Marty **Are there any safe times when a female can have sex and not get pregnant?**

---

Bob **How old do you have to be to have a baby?**

---

Ruth **Can a girl get pregnant the first time she has sex?**

---

[✓ Steve] **How does a girl know if she is pregnant?**
The best indication is that her menstrual periods will stop. She may also gain weight, become nauseous, and/or develop swollen, tender breasts.

---

Marty **Are there tests for pregnancy?**

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

Steve **Can condoms prevent pregnancy?**

Most of the time--but only if used correctly. A latex condom must be on from the beginning of intercourse, and intercourse must stop after the semen (the fluid which contains sperm) is released; otherwise the condom can slip off, allowing the semen containing sperm (or germs in partners with STD's--sexually transmitted diseases--including AIDS) to leak around it. A condom must be used one time only! (Studies show that condoms fail around 10% of the time.)

Marty **What else can prevent pregnancy?**

**•Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Steve's Part

---

## Getting Started

Steve, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because they may be able to offer you advice and guidance.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB, THE DIRECTOR, WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

You have been going steady with Ruth for almost a year. Eight weeks ago you and Ruth watched a really sexy TV program at her house. You both got carried away and had sex for the first time.

Decide the Following:

- What are your career goals?
- How far do you want to go in school?
- Do you plan to get married? If so, at what age?
- Do you want to have children? If so, when?

## During the Play

When Bob tells you to begin the play, Ruth has a story to tell you. (She may want to talk to her friend Marty, first.) You will have to respond based on the decisions you made above. You may also want to talk over your problem with your friend, Bob.

**Note from the Authors:**
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**NAME CARD PAGE:**

**Remove this page from booklet, fold and place in front of you so that it will be your name card.**

Fold on this line first.

Steve

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Steve

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

# BOB

Developed by:
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for Health and Science Education
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5700 SW 34th Street, Suite 323
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# PREGNANCY - "Once is Enough"

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Bob, as Director, now tell Ruth to begin.**

---

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**

---

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

---

Marty **Are there any safe times when a female can have sex and not get pregnant?**

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Bob **How old do you have to be to have a baby?**

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---

Ruth **Can a girl get pregnant the first time she has sex?**

---

Steve **How does a girl know if she is pregnant?**

---

Marty **Are there tests for pregnancy?**

---

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

Parents are NOT told about any visit to a public health clinic. Visits usually cost under $10, but no one is turned away. If you are unable to pay anything you will still be tested and cared for.

# PREGNANCY - "Once is Enough"

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

Steve **Can condoms prevent pregnancy?**

Marty **What else can prevent pregnancy?**

**•Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

**Yes.** STDs can be transmitted to the baby and cause serious problems, such as blindness, deformities, and death.

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Bob's Part

## Getting Started

Bob, these are the steps you need to do to get your part started:

1. You are the Director, and you have three or four minutes to prepare for your part in the play. Listen carefully to each group member, because YOU will lead an important discussion after the play is over.

2. WHILE THEY ARE GETTING READY, YOU SHOULD READ THE REST OF THIS PAGE TO YOURSELF, AND THEN CALL ON RUTH TO START.

## Story

Your best friend, Steve, has been going steady for almost a year with Ruth. Eight weeks ago they watched a really sexy TV program at Ruth's house. They both got carried away and had sex for the first time.

## During the Play

Listen to Ruth and Steve talk over their problem. Give them answers to questions about pregnancy if they ask. Steve may also want to talk over his problem with you.

## As Director

1. Get started as soon as everyone has finished reading the information sheets.
2. Ask Ruth to start by telling her story to Marty or Steve. She may want to either call one of them on the phone or go to their house and speak with them directly.
3. If Ruth runs out of things to say, have her tell Steve:
    - that she is pregnant (the symptoms and the test).
    - what she wants to do.
    - what she thinks she should do (this may be different).
    - what she wants or expects him to do.
4. If Steve runs out of things to say, have him tell Ruth:
    - what he wants to do.
    - what he thinks he should do.
    - what he wants or expects Ruth to do.
    - what he believes are his rights and responsibilities.
5. Be sure Ruth and Steve discuss:
    - to whom they would talk (parents, friends, doctor, counselor).
    - what they might do (get married and raise the child, put the child up for adoption, have an abortion).
    - who is responsible for decisions, expenses, etc.

**(Continue to next page)**

## After the Play

1. Call on Marty to lead with his/her discussion questions.

2. Ask the questions below. Be sure to check the answers against the information sheet! Many people have ideas that can be very dangerous.

### Discussion questions:

•What are some common reasons for having sex?
What are some alternatives to sex for these situations?

•What are some common reasons for having children?
Discuss why these reasons are inappropriate for teenagers.

•Does the pill prevent pregnancy? Does it prevent STDs?

•Do latex condoms prevent pregnancy? Do they prevent STDs?

•Do other forms of contraception, such as diaphragms and spermicidal jelly prevent pregnancy? Do they prevent STDs?

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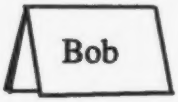

Fold on this line first.

Bob

Cooperative Learning: The Team Approach

Fold on this line second.

Cooperative Learning: The Team Approach

Bob

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

**Parker A. Small, Jr., M.D.** **Michael Johnson, M.D.** **Natalie Small, Ph.D.**

CHARACTER:

# MARTY

Developed by:
The Center for Cooperative Learning
for Health and Science Education
University of Florida
5700 SW 34th Street, Suite 323
Gainesville, Florida 32608

These materials were developed under a contract with the Department of Health and Rehabilitative Services, State of Florida

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Namecard Edition R5/92

# PREGNANCY - "Once is Enough"

## Instruction Sheet

**Read along as your teacher reads this page aloud.**

The goals are :

1. To increase your knowledge of how and when pregnancy occurs.
2. To inform sexually active students where and how to seek medical advice on the most appropriate form of birth control/protection for them.
3. To advise pregnant teenagers where and how to seek early medical advice.
4. To explore other information relating to pregnancy which may be useful to you.
5. To inform sexually active students about dangers of sex.
6. To understand that the only sure way to prevent pregnancy and STD's is by abstinence.

There are two parts to this activity. The first part uses a question and answer format to review information, and the second part guides the group through a role play.

In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

You need to be seated close together facing one another so you can hear each person without talking loudly. **Please remove the namecard sheet from the back of the booklet, fold it and place it in front of you so that the others in your group will know which role you are playing.**

TURN THE PAGE

## Note from the Authors

**Team Packs** (group instructional methodology) are developed by trial and error. The Pregnancy **Team Pack** has been revised many times after feedback from thousands of students and teachers, but we know it can still be improved. If you have suggestions, we would be very grateful if you would send them to:

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# PREGNANCY - "Once is Enough"

MARTY

## Pregnancy Information Sheet

1. Bob calls on a person to read his/her question to the group.
2. The group discusses the answer.
3. The person with the question reads the printed answer.

Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Bob, as Director, now tell Ruth to begin.**

Ruth **How serious is the problem of unwanted pregnancy among teenagers?**

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

2 Marty **Are there any safe times when a female can have sex and not get pregnant?**

There are almost no safe times because the ova can be fertilized for one or two days after ovulation (the release of an egg from the female's ovaries), and sperm can live for four or five days in the woman. Because of this, intercouse before or after the release of the egg can lead to a pregnancy.

Bob **How old do you have to be to have a baby?**

Ruth **Can a girl get pregnant the first time she has sex?**

Steve **How does a girl know if she is pregnant?**

Marty **Are there tests for pregnancy?**

Yes. There is a urine test and a blood test. The urine tests available at drug stores can detect pregnancy within three to five days of a missed period. A girl must go to a doctor for the blood test.

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

Steve **Can condoms prevent pregnancy?**

Marty **What else can prevent pregnancy?**

**•Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

•When taken every day, the pill is the next most reliable method. *The pill will not protect you from getting STDs from an infected partner*, and a few women experience side effects such as retaining water and feeling irritable. A doctor can help a woman decide if the pill is right for her.

•Diaphragms with spermicidal jelly/cream are fairly reliable for preventing pregnancy when used correctly, *but do not prevent the spread of sexually transmitted diseases (STDs) including AIDS.*

•Vaginal foam containing nonoxynol-9, used correctly, reduces the risk of a pregnancy. It does not seem to prevent AIDS. A combination of vaginal foam + latex condom may be the safest method available for pregnancy and STD's prevention other than abstinence.

•Although withdrawal, the rhythm method and using a douche are used to prevent pregnancy, they are less effective than the other birth control methods *and provide no protection against infection with STDs.*

Bob **Can sexually transmitted diseases be passed to the baby?**

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

**STOP**

**Your teacher will tell you when to continue.**

## Marty's Part

## Getting Started

Marty, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because Bob, the Director, will ask YOU to lead an important discussion after the play is over.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

Your best friend Ruth has been going steady for almost a year with Steve. Eight weeks ago they watched a really sexy TV program at Ruth's house. They both got carried away and had sex for the first time.

## During the Play

You should listen to Ruth and Steve talk over their problem. Make sure they discuss things that you think are important. Ruth may also want to talk over her problem with you.

Be sure the couple discusses whom they would talk to (for example, parents, friends, doctor, clergy) and what they might do (for example, get married and raise the child, put the child up for adoption, have an abortion).

You will be the expert on pregnancy. If questions arise, you are to give the answers. If you don't know, you will have to look them up on your information sheet.

## After the Play

Bob will ask you to lead a discussion of the issues below. Make sure now that you know the answers and explanations to the first two questions.

Discussion questions:

- Are there some "safe" and some fertile periods in a woman's menstrual cycle? Can they be accurately predicted?
- Are there "safe" periods in a woman's menstrual cycle when she cannot get sexually transmitted diseases?
- Whose responsibility is it to use adequate contraception?
- Who should decide whether or not a woman should have an abortion? The woman? The man? The doctor? The state? The church?
- What rights and responsibilities does the father have?

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**NAME CARD PAGE:**

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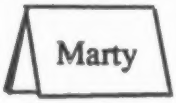

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Marty

Cooperative Learning: The Team Approach

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Cooperative Learning: The Team Approach

Marty

## Student Packet

# "ONCE IS ENOUGH"

## Pregnancy Team Pack

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CHARACTER:

# RUTH

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In the question and answer section, you all have the same set of questions but only 1/4 of the answers. The indicated person should read his/her question aloud and then get each groupmate to discuss what he/she thinks is the answer before giving the right answer. Bob will be the Director for both sections.

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# PREGNANCY • *Once is Enough*

RUTH

## Pregnancy Information Sheet

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Students can make notes for themselves in the space provided. This booklet is yours to keep.

!!Remember, the group should discuss each question before reading the answer!!

**Bob, as Director, now tell Ruth to begin.**

Ruth **How serious is the problem of unwanted pregnancy among teen agers?**

Very serious! You may know someone who is a teen mother or father. Most did not want, or plan, to get pregnant, and are soon sorry they didn't plan ahead to keep it from happening.

Steve **How often do you think an American teenager becomes pregnant? Every thirty seconds, every thirty minutes, or every thirty hours?**

2 Marty **Are there any safe times when a female can have sex and not get pregnant?**

Bob **How old do you have to be to have a baby?**

Ruth **Can a girl get pregnant the first time she has sex?**

Yes! Many teenage girls become pregnant the first time they have sex.

Steve **How does a girl know if she is pregnant?**

Marty **Are there tests for pregnancy?**

Bob **If a teenager has a positive pregnancy test at the public health clinic, will her parents be told? How much does it cost?**

## Pregnancy Information Sheet (Continued)

Ruth **If a female is pregnant should she see a doctor?**

**Yes!** Because there are certain diseases she should be checked for so that she and the baby will remain healthy. A pregnant woman must eat right and care for herself so she and her baby will remain healthy. She must see the doctor as soon as she thinks she might be pregnant. Alcohol, drugs, and smoking cause babies to have serious health problems that can ruin them for life.

Steve **Can condoms prevent pregnancy?**

Marty **What else can prevent pregnancy?**

- **Abstinence (not having sex) is the ONLY SURE WAY to prevent pregnancy!**

Bob **Can sexually transmitted diseases be passed to the baby?**

Ruth **What are some of the reasons teens get pregnant when they don't want to?**

- Some people do not think ahead to what can happen to them if they have sex.
- Couples get "carried away" when they don't mean to . . . **especially if they use alcohol or drugs.**
- Some people think it's wrong to have sex if you plan it but that it is okay if it "just happens."

**Ask your group what they think about these reasons.**

**STOP**

**Your teacher will tell you when to continue.**

## Ruth's Part

## Getting Started

Ruth, these are the steps you need to do to get your part started:

1. You have about three minutes to prepare for your part in the play. You should listen carefully to each group member, because they may be able to offer you advice and guidance.
2. BEGIN NOW BY READING THE REST OF THIS PAGE! WHEN YOU HAVE FINISHED, BOB, THE DIRECTOR, WILL TELL THE GROUP TO BEGIN THE PLAY.

## Story

You have been going steady with Steve for almost a year. Eight weeks ago you and Steve watched a really sexy TV program at your house. You both got carried away and had sex for the first time. You have missed one period and are late for the second one, which has never happened before. You have a very regular 28-day menstrual cycle. This morning you bought a pregnancy test kit at the drugstore. You tested your urine and found out you're pregnant.

### Decide the following:

- What are your career goals? At what age had you planned to get married? These goals will probably affect your decisions.
- To whom are you going to talk first—Steve or perhaps your best friend, Marty?
- How are you going to tell Steve about this problem—by going to see him or by phone?
- What are you going to say —about your pregnancy, your responsibilities, his responsibilities, your options?
- What are your options (for example, get married and raise the child, put the child up for adoption, have an abortion)?
- Who else will you talk to about your problem—parents, counselors?
- What are your rights and what are Steve's rights in making this decision?

## During the Play

When Bob tells you to begin the play, start by talking to Marty or Steve face-to-face or by phone. If you decide not to tell your boyfriend at all, then you should discuss with the group why you're not telling him. Tell Steve or Marty why you think you are pregnant (symptoms and the test results). You may find it easier to talk to your friend and get her moral support. Perhaps you may wish to rehearse with her what you will tell Steve.

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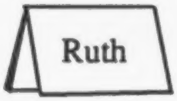

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Ruth

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Ruth